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## Full-scale military invasion of the Russian Federation of Ukraine as a factor of social transformations in higher education

### Full-Scale Military Invasion of the Russian Federation of Ukraine as a Factor of Social Transformations in Higher Education

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#### Abstract

The aim of the research is to study social transformations in the field of higher education under the impact of the factor of military invasion. Methods: The method of expert evaluations; Testing and questionnaire survey using the following methods: Life Stressor Checklist–Revised (LSC-R), Organizational Culture Assessment Instrument (OCAI). Analysis of statistics was carried out using t-Student,  $\phi$ -Fisher tests; multidimensional methods of data analysis (regression, factor, correlation). The results: The study showed that the average indicator for the sample is in the range of high values ( $M = 518 \pm 604$ ). In general, neuro-psychological tension (NT) in the aggregate sample is in the medium range ( $M=58.4\pm 7.32$ ). The results demonstrate a typologically pronounced level of trust as a psychological phenomenon among students in the wartime (Trust Index:  $M=98.3\pm 5.27$ ). Conclusions: The results of the study showed a significant impact of the hostilities on the social

#### Анотація

Метою дослідження є вивчення суспільних трансформацій у сфері вищої освіти під впливом чинника військового вторгнення. Метод: Метод експертних оцінок; Тестування та анкетне опитування з використанням таких методів: контрольний список життєвих стресів–переглянутий (LSC-R), інструмент оцінки організаційної культури (OCAI). Аналіз статистичних даних проводився за допомогою критеріїв t-Стюдента,  $\phi$ -Фішера; багатовимірні методи аналізу даних (регресійний, факторний, кореляційний). Результати: Дослідження показало, що середній показник по вибірці знаходиться в діапазоні високих значень ( $M = 518 \pm 604$ ). Загалом нервово-психічне напруження (НТ) у сукупній вибірці знаходиться в середньому діапазоні ( $M=58,4\pm 7,32$ ). Результати демонструють типологічно виражений рівень довіри як психологічного феномену серед студентів воєнного часу (Індекс довіри:  $M=98,3\pm 5,27$ ). Висновки: Результати

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transformations of the educational sector. This is due to changes in organizational needs and psychological stress. Prospects: Further research should be aimed at studying the driving forces of social transformation in the wartime. It is also necessary to develop a methodological framework for monitoring and evaluating such changes.

**Keywords:** Russian aggression, innovative education, psychological state, psychology of stress, academic performance.

## Introduction

Relevance. The full-scale invasion of the Russian federation of Ukraine on February 24, 2022 changed the fate of not only millions of Ukrainians, but also the system of social relations. Social transformations of higher education in the wartime are aimed at creating an effective environment for the functioning of higher education as a socially important institution (Davydenko & Volkov, 2022). The research focus in this work is studying the transformations of social relations between the participants of the educational process. This work is designed to study the main trends of such transformations (Trubavina et al., 2022).

The term “transformation” means quantitative changes and qualitative transformations that are caused by the complex interaction of external and internal development factors. The substance of social transformation is the emergence of a new quality of interpersonal relations (Unceta et al., 2021).

Social transformations cover various spheres of the life of society. Society adapts to environmental changes in the course of social transformations through the creation of programmes, projects, goals, technologies, resolution of contradictions, etc. (Ziegler, 2018).

It should be noted that the analysis and identification of general principles and properties of social transformations allows for a more detailed study of the socio-historical development of society. Therefore, transformation is not just a change in the content and functions of a certain sphere of society, but also a condition for optimizing the changes themselves (Robertson & Nestore, 2022). The development of a new communicative space provides an opportunity to improve the functioning of higher education institutions (HEIs) in view of the threat to the lives of

дослідження показали значний вплив бойових дій на соціальні перетворення освітньої галузі. Це пов'язано зі зміною організаційних потреб і психологічним стресом. Перспективи: Подальші дослідження мають бути спрямовані на вивчення рушійних сил суспільних перетворень у воєнний час. Необхідно також розробити методичну базу для моніторингу та оцінки таких змін.

**Ключові слова:** російська агресія, інноваційна освіта, психологічний стан, психологія стресу, успішність.

participants in the educational process (Ma & Wright, 2022).

The virtualization of social space is a form of radical transformation of the educational sector during active hostilities. Virtualization is supposed to mean a set of processes noticeable at all levels of the social world, which are based on the creation on top of or instead of material reality (Lavrysh et al., 2022). The main task of modern higher education is to determine and create the necessary learning conditions that contribute to revealing opportunities and enhancing students' learning (López & Bernal, 2019).

Unexplored issues. As there has been no military conflict of this scale on the territory of modern Europe for a considerable time, a number of issues remain unexplored. The problem of organizing the educational process during hostilities and the resulting social transformations remains an important unexplored issue.

The aim of the research is to study the impact of the hostilities on social transformations in the field of higher education in Ukraine.

Objectives/questions

1. Examine the psychological state of respondents for anxiety.
2. Explore the psychological climate within groups of respondents for signs of social transformations.

## Literature Review

Current philosophical and psychological literature provides numerous classifications of spheres (spaces) of an individual's vital activity. They meet the general needs of a person and manifest themselves in almost all people without

exception. A person simultaneously enters many such spheres (spaces) throughout life. Their influence on personality development undergoes significant changes. A particular sphere (or spheres) of life becomes leading, dominant for a person in certain periods of his/her life, having the greatest influence on the process of his/her development. Others become only a background for development. Camarena (2022) studies the sphere of students' life. The author focuses on the social transformation of the student sphere of activity in the wartime conditions.

Sysoieva (2022) considered the issues of social transformations during the hostilities. The author analysed the reaction of Polish scientists to the war of the Russian Federation against Ukraine. The author cites forecasts, expectations and concerns of Polish colleagues regarding the functioning of various spheres of social and political life, including education. The author surveyed numerous works of Polish researchers on this issue.

The work of Schulten et al., (2022) is important for this study. Today, maintaining a sufficient level of students' academic performance during the war has become an important challenge for pedagogical science. According to the authors of the article, this problem is caused not only by the stressful factor and a disturbed integrity of the educational process, but also by the lack of an appropriate methodological framework. The authors insist on significant differences in the organization of training during martial law compared to the organization of educational institutions in any other critical conditions.

For this study, it is necessary to reveal the substance of the concept of "pedagogical conditions". The works of Trubavina et al., (2020) and Enriquez Layos (2022) summarize the works of modern researchers on the problem of developing pedagogical conditions at this stage. The authors of both works define the studied concept as a set of possibilities of the educational, as well as the material and spatial environment, the use of which increases the effectiveness of the pedagogical process as a whole. From the author's point of view, pedagogic conditions in the above studies are interpreted as a set of necessary methods, organizational forms, and material capabilities.

They contribute to increasing the effectiveness of professional training, the formation of professional competence in the course of learning to a certain extent.

Schröder and Krüger (2019) study the problems of professional training in general. The authors note that there is no clear definition of the term "professional training". As a summary of the above-mentioned researchers, "professional training" is defined as a set of components aimed at the development of a specialist's personality in the chosen professional field.

Hwang et al., (2020) explored academic mobility in their work, that is, the right and real opportunity of students to get an education in different parts of the world educational space according to their own interests and educational needs. It also depends on the opportunities for obtaining education in the homeland and on the need of the economy and social sphere of their countries for personnel of a certain profession, which has always existed. According to the authors, academic mobility has been actively implemented in recent decades, in particular in the course of the Bologna process. In times of globalization, it becomes the most important factor in the improvement of the entire world educational space, which is covered by Al-Haija and Mahamid (2021).

Gordon et al., (2017) study occupational adaptation. Being involved in the working process, a person usually does not do it in isolation from other people, becoming part of a specific professional community, a professional society. The authors note that almost any labour is joint in content and form in a society. Most professional tasks that a person fulfils require collective efforts. Ekici (2021) stated that in the study. This thesis acquires is especially relevant in the current context, when the complexity of professional tasks is rapidly and steadily increasing.

## Methods

### *Research design*

The research was conducted in several stages. Table 1 presents the research stages, their description and time limits.

**Table 1.**  
*Research stages*

No.	Name of the stage	Time limits	Description
1.	<b>Programming</b>	<i>March – September 2022</i>	Determining the general population of the sample. Determining the aim and objectives of the research. Selection of research methods and tools. Distribution of respondents into control and experimental groups. Study of the general level of stress tolerance in respondents using the <i>Life Stressor Checklist–Revised (LSC-R)</i> test. The <i>Organizational Culture Assessment Instrument (OCAI)</i> test was used to examine the respondents' organizational culture profiles. The <i>method of expert evaluations</i> on the respondents' academic performance was applied. Statistical processing of research results.
2	<b>Information</b>	<i>September – June 2022</i>	Results processing. Summarizing research results.
3	<b>Analytical</b>	<i>June – September 2022</i>	

Source: created by the authors

### *Sampling*

The experimental work was carried out at the National Pedagogical Dragomanov University (Kyiv). The study involved 120 students and 60 teachers (80 women and 100 men) from different university departments. Temporary displacement in connection with active hostilities was the criterion for selecting participants. Such a sample enables covering a sufficient number of respondents to ensure a high level of validity of the obtained results. The expert group consisted of 20 employees of the Department of General Pedagogy.

### *Data collection*

1. The method of expert evaluations was used in the research. It enabled to objectively and impartially assess the impact of the war factor on the students' academic performance and anxiety level.
2. Testing and the questionnaire survey were used in the research. The Life Stressor Checklist–Revised (LSC-R) technique (McLean, 1979) helps measure respondents' general level of stress tolerance. Two scales were analysed when interpreting the results in accordance with the objectives of the study, that showed how stressful the factor of active hostilities is. The high severity of the stressogenic impact of war is determined by the maximum score of 20 points.

Accordingly, the limits (ranges) of the levels were determined: from 20 to 10 points - highly stressful; from 9 to 7 points - medium; from 6 to 1 point - low. The Cronbach's alpha coefficient for this technique is 0.71.

The Test Methodology For Assessing The Level Of Trust In An Organization (Shaw, 1997) provides insight into the existing and preferred profile of organizational culture, which is based on four competing values. Flexibility and discreteness are separated from stability and control; as well as external focus and integration is contrasted with external focus and differentiation. The Cronbach's alpha coefficient for this technique is 0.76.

The questionnaire consists of six items that reflect important aspects of the organization (characteristics of the organization as a whole; general leadership style in the organization; HR management; the connecting essence of the organization; strategic goals; success criteria). Each item includes four statements characteristic of a certain type of culture, between which 100 points must be distributed. The respondent evaluates the existing OK and the desired one. The aspects that need to be changed for the most efficient operation of the organization are determined.

### *Data analysis*

The array of variables obtained in the course of psychodiagnostic procedures was subjected to statistical processing. Parametric and non-parametric methods of comparison according to the t-Student,  $\phi$ -Fisher tests; multidimensional methods of data analysis (regression, factor, correlation) were applied: The Cronbach's alpha reliability coefficient indicates the internal consistency of the test items. The Cronbach's alpha coefficient is calculated by the formula:

$$\frac{N}{N-1} \left( \frac{\sigma_x^2 - \sum_{i=1}^N \sigma_{Y_i}^2}{\sigma_x^2} \right) \quad (1)$$

where  $\sigma_x^2$  – total test score variance;  
 $\sigma_{Y_i}^2$  – variance of i.

*Tools*

Data processing was performed using SPSS-20. Calculation results are presented in relative values (%).

*Ethical criterion*

All research methods comply with academic principles of professionalism, integrity, verifiability, absence of contradictions, respect for general human rights and freedoms. All

**Table 2.**

*Indicators of measured organizational stress in general for the total sample and differentiated by subgroups (students, teachers)*

		Students (%)	Teachers (%)
<b>General indicators of stress</b>	High	55	34
	Medium	45	66
	Low	-	-
	<b>M±σ</b>	<b>51.8±6.04</b>	<b>52.0±4.04</b>
<b>Acceptance of Other People's Values Scale</b>	High	55	45
	Medium	34	34
	Low	11	11
	<b>M±σ</b>	<b>51.8±6.45</b>	<b>51.7±6.10</b>
<b>Activity and Productivity Scale</b>	High	40	22
	Medium	37	70
	Low	13	8
	<b>M±σ</b>	<b>50.8±5.54</b>	<b>51.4±5.99</b>

Source: calculated by the authors

The analysis, differentiated by the stress severity levels, showed that the majority demonstrated Type “A” behaviour (more than 50 total points), that is, a high stress level. Stress tolerance (Type “B” behaviour - less than 39 points) was not found. A third of the surveyed showed Type “AB” behaviour (40-49 points), which is characterized by a medium level of susceptibility to various stress syndromes, including the risk of professional burnout. A comparison of groups of students and teachers showed that teachers are most susceptible to the influence of organizational stress factors - almost two thirds, which is significantly ( $p \leq 0.05$  at  $\phi^* = 1.62$ ) higher than among students.

According to the Acceptance of Other People's Values, the average score was 8.8 ( $\sigma = 2.06$ ), which corresponds to the range of the medium

respondents and experts gave informed consent to personal data processing and publication of research results. The work of experts is based on the principles of respect for the individual, scientific knowledge, impartiality and non-bias. Tools and techniques have been tested for reliability and validity.

**Results**

The McLean scale was applied to determine the level of emotional tension of an individual involved in organizational processes. The study showed that, as a whole, the average indicator for the sample is in the range of high values ( $M = 518 \pm 604$ ), that is, there are systemic stressors of maladaptive influence among the respondents (Table 2).

level. However, more than a third of the respondents had indicators in the range from 20 to 10 points, that is, the lack of empathy for others has a significant impact on their experience of stress. Almost half of the respondents feel the medium level of stressfulness of this factor. This is characterized by developed abilities of tolerant attitude towards each other's values from organizational interaction. Teachers are most susceptible to the impact of this factor. If there are no differences in the indicators of the comparison of high-level severity shares in the “teachers” – “students” subgroups, they are obvious in the medium-level stress severity shares. The share of such persons is much higher in the group of teachers than in the group of students (with  $\phi^* = 1.65$   $p \leq 0.05$ ).

There were 15% of students willing to accept each other's values, to show tolerance for other opinions and views, while only a few respondents among teachers showed this ability (with  $\varphi^*=2.06$   $p \leq 0.02$ ). In average group values, the indicator is in the range of a high level ( $M=11.7 \pm 2.25$ ), and there are no differences in the groups of students and teachers ( $M=11.6$  and  $11.8$ , respectively). If the content of indicators that determine the essence of this stress factor is considered, it can be stated that most respondents show a high level of psycho-emotional stress. Respondents are worried about keeping their job

or place of study. It is noted that a high level of stress according to the Activity and Productivity Factor reliably prevails in the group of teachers ( $\varphi^*=1.63$ ;  $p \leq 0.05$ ).

In general, neuro-psychological tension (NT) in the total sample is in the range of a medium level ( $M=58.4 \pm 7.32$ ). A comparison of data on the distribution of measured indicators in groups of respondents differentiated by the "teacher" – "student" categories shows that teachers (45%) and men (35%) feel excessive stress the most (Table 3).

**Table 3.**

*Indicators of the level of neuro-psychological tension in the surveyed groups*

Groups	M±σ	NEURO-PSYCHOLOGICAL TENSION LEVELS		
		Excessive	Moderate	Weak
TOTAL FOR THE SAMPLE				
All (N)	58.4±7.32	24	55	21
Students	52.6±6.18	18	60	22
Teachers	64.2±8.48	45	39	16
Difference	t=2.09; p<.05	$\varphi^*=2.35$ ; p≤.008	$\varphi^*=1.67$ ; p≤.04	-
Men	65.4±8.24	35	57	8
Women	51.4±6.41	20	54	26
Difference	t=4.11; p<.001	$\varphi^*=1.57$ ; p≤.05	-	$\varphi^*=1.64$ ; p≤.05

Source: tabled by the authors

A quarter of the surveyed women experience weak MS, which can be noted as a differentiating feature by gender ( $p \leq 0.05$  at  $\varphi^*=1.64$ ). Moderate MS was found in more than half of the respondents (54.8%), and this condition is significantly more pronounced among students (compared to the group of teachers:  $p \leq 0.04$  at  $\varphi^* = 1.68$ ). Only a fifth of the respondents showed insignificant, weak MS.

We also used an integral indicator - the Trust Index (TI) to obtain focused data on the state of

interpersonal trust in the surveyed groups. It was defined as the sum of values on four scales. The obtained results give grounds to talk about a typologically pronounced moderate level of mutual trust as a psychological phenomenon among students in the wartime (Trust Index:  $M=98.3 \pm 5.27$ ). In the percentages of expressiveness of the levels, the given average indicator is formed by: 4% of the values that are in the range of a high level; 81% – in the range of the moderate level; 15% – in the range of low values (Table 4).

**Table 4.**

*Indicators of expressiveness of organizational trust in general by sample*

Indicators	Trust parameters				Trust Index
	Trust	Consistency	Effectiveness	Care	
M±σ	29.2±5.39	28.3±9.00	27.6±6.44	18.2±7.12	98.3±5.27
Levels (%)					
Low	8	44	15	65	4
Moderate	37	19	40	26	81
High	66	37	45	9	15

In terms of differentiation by the parameters that make up the integral indicator of trust, it is noted that the first parameter has the most pronounced

high level. It is defined as true trust ("Trust"): with an average indicator for the group of  $29.2 \pm 5.39$ , a high level was found by 66% of

respondents. Less than 10% of respondents have low values. People's performance of their duties and obligations, defined by the concept of Shaw (1997) as "Performance", ranks second ( $M=27.6\pm 6.44$ ) in terms of severity. Its high level is typical for almost half of the respondents, and low indicators are pronounced only in less than one fifth of the respondents. Interpersonal trust is the least pronounced in terms of the "Care" imperative. More than half of the respondents believe that organizations pay little attention to people's well-being and their needs. The average score on this scale is in the range of low values ( $M=18.2\pm 7.12$ ). Less than one-tenth of the respondents had high indicators, while a quarter — moderate level. The analysis showed that dissatisfaction with interpersonal relations and the psychological climate in teams, determined by the indicators of the socio-psychological module in the space of organizational problems, is negatively related to the Trust Index ( $r=-0.216$ ), the true trust imperative ( $r = 0.334$ ).

The expert group noted a drop in the academic performance level. The experts agree that the stressful factors of war have a significant impact on academic performance.

## Discussion

In addition to the stressogenic factor, the armed aggression causes an urgent need for social modernization of society. Eichler and Schwarz (2019) discusses this need in their work. Kurepin (2022) considers war from the point of view of the main factor inhibiting the development of society. Despite this, one cannot but agree with the statement that the extraordinary conditions of war encourage the search for creative answers to complex issues of social development.

An individual's ability to successfully resist stress is one of the essential manifestations of developed psychological resources, systemic determination, and authenticity. The authors of such works as Galego et al., (2022) and Moreno-Guerrero et al., (2021) point to the need for an internal resource to carry out social transformations. In this regard, the analysis of the specifics of experiencing and overcoming stress by the subjects of different organizational processes can be considered as an actual direction of research in modern psychology and pedagogy. Psychological resources formed and developed to counteract the destructive impact of stress are an essential element of personal competence, which provides, together with other psychological and professional competences, a set of conditions for social transformations of

society. Instead, the authors Giuri et al., (2019) and Monteiro et al., (2021) provide the findings that confirm the destructive power of the stressogenic factor. The authors of the former and latter studies note that the development of social transformations is possible only under favourable political and economic conditions. It should only be noted that there was no relevant experience of analysing social transformations in a large European country during the war until these days. This can largely cast doubt on previously obtained research results.

The educational process is currently characterized by increased stress reactions and neuro-psychological tension. This marks an insufficient ability to communicate, to accept other people's values, to adequately assess the situation without harming one's health and work capacity. Jurado et al., (2020) describe these factors in their study. Pronounced stressogenic influence provides poorly developed opportunities to accept other people's values, anxiety about keeping one's job, low satisfaction with it. The authors established a positive relationship between neuro-psychological tension and organizational stress. According to the authors, this indicates that stress is systemic in nature, affecting neuro-psychological, personal-psychological regulators of behaviour. Gordon et al., (2017) describe the great negative role of stress for academic performance.

It should be noted that academic performance, together with the level of cohesion for this study, are markers of social transformations in the educational sector. That is why studying stress became an important task for this work. Nazarenko et al., (2022) and Shelever et al., (2022) studied the development of education in Ukraine in the course of hostilities. The authors focused on the main driving factors of the development of education in new realities. The authors of the second paper see the development of distance education as a mechanism for overcoming the existing crisis.

The theoretical significance of the study is coverage of the issue of social transformation of the educational sector from a new perspective. It is currently important to talk about the mechanisms and methods of studying such transformations during the acute phase of the war. The reliability and soundness of the research results are ensured by the clarity of the original methodological foundations for the study of the communicative competence of the individual. The mechanisms of social transformations in the higher education are theoretically substantiated.

The combination of theoretical and empirical concepts of the study of social transformations corresponds to the aim, objectives and logic of the study. The practical significance is the demonstration of the methodology of the study of social transformations through the study of team cohesion and the study of stress resistance of participants in the educational process.

The main limitations were both organizational and instrumental in nature. There are no direct indicators for monitoring the social transformation of both society as a whole and its individual areas. The following recommendations can be offered regarding the adaptation of the educational process in the wartime based on the obtained data and the aim of the study. First of all, it is necessary to implement advanced pedagogical technologies proved by the world experience as the most effective in order to accelerate the social transformation of higher education. The status of remote education during hostilities should be enshrined at the legislative level and methodological recommendations for its use should be developed. It is necessary to work out the experience of distance education of the past years and develop methodological recommendations for establishing the process of adaptation and socialization of students during their studies.

## Conclusions

The relevance of the study is determined by the need to study social transformations in the field of higher education in the context of a full-scale military invasion. Special focus in the study was made on the issue of the transformation of relations between the participants of the educational process as a direct indicator of the social transformation of higher education. Conclusions based on the obtained results. The armed aggression of the Russian Federation against Ukraine in the eyes of the entire civilized world looks like a barbaric act not against a single country, but against the entire civilization. Such a treacherous act of cruelty affects the process of social transformations in all areas of the country's life, including higher education. The active phase of the war caused tectonic movements inside of societies and changed its axiological orientations. Therefore, the participants of the educational process in higher education became more hardened in overcoming the psychological and organizational crisis. Students, as well as teachers, are united by a single goal: establishing a normal life in times of war. Applications. The obtained results will be of

interest to representatives of public authorities, civil society, managers of educational institutions and all those who are interested in qualitative changes in the field of education. First of all, the results of this research may be of interest to direct participants in the educational process — students and teachers of higher educational institutions. Prospects for further research. Further research should focus on the study of favourable conditions for social transformations of higher education. It is also necessary to develop a methodical framework for monitoring such transformations in real time.

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