

RESTORATION OF RESOURCES FOR TEACHERS AND STUDENTS OF BORYS GRINCHENKO KYIV UNIVERSITY DURING THE FIRST YEAR OF THE WAR IN UKRAINE

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Summary

The article is aimed at highlighting the problems of restoring the resources of teachers and students during the first year of hostilities in Kyiv, Ukraine. Modern scientific views on the concepts of “resources”, “human resources” in the context of the impact of the war on the condition of teachers and students are analyzed. The research is based on the “BASIC Ph” resource model developed by Mouli Laad and Ofra Ayalon (Israel). The focus is not on the negative consequences of the war for the participants of the survey, but on the ability to recover, to open up new opportunities for the ability to live on, to live a full life, as much as possible in the changed circumstances during the war. The article presents the results of the study of the content and features of the restoration of the resources of teachers and students of Borys Grinchenko Kyiv University during the first year of the war in Ukraine. The authors present an analysis of the features and significance of each component of the resource model for teachers and students, compare the results and draw conclusions. This article can be useful for everyone who is interested in the consequences of military conflicts on civilians, on their ability to overcome crisis situations and rebuild a new life.

Key words: resources, human resources, restoration of human resources in war conditions, restoration of teachers' and students' resources during the war in Ukraine.

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1. Introduction

The impact of the war in Ukraine on society is studied in many scientific researches, where various aspects of this social phenomenon are considered. The main topics covered are related to the impact of the war in Ukraine on the psychological state of the population, in particular the occurrence of post-traumatic stress, depression, anxiety and other mental problems. Physical effects of war: injuries, wounds, access to medical care and medical services, etc.

Studies of the impact of war are generally seen in the context of effects on the social structure of society, including displacement, changes in family structures, ruptures in communities, and changes in social interaction. The economic consequences of war are described

as reduced economic activity, job losses, infrastructure destruction, and reduced economic well-being. The issue of violation of access to education, insufficient development of children and youth, scientific research activity is outlined. There are research on the impact of war on gender roles and gender equality, including changes in social roles, gender-based violence, human trafficking and other gender challenges (*Panasenko, 2019*).

Therefore, in the conditions of war and conflict, crisis situations cause the destruction of the usual reality for people and can contribute to the creation of a new mental reality for human resources. After all, people show extraordinary endurance, creativity and resilience in conditions of uncertainty and stress (*Lahad, 2016; Lazarus, Launier, 1981*). They seek new ways of adapting to changed circumstances, develop new survival strategies, develop new social connections and interactions, and rethink their values and beliefs. Crisis situations can also open up opportunities for the development of personal potential and internal change, because in the conditions of war there is a rethinking of values, changes in relations with other people, revision of views on the world and a person's place in it.

In order to study ways of recovery and creation of resources among teachers and students of Borys Grinchenko Kyiv University during the first year of martial law in Ukraine a study was conducted. The first stage was a survey at the beginning of 2023 among teachers and parents: they described interesting experience of finding and using in their daily life effective ways and methods to continue learning, preserve and develop the personal potential of children with special educational needs (*Babych, Suprun, 2023*).

The second stage was a survey of students and teachers of the Faculty of Psychology, Social Work and Special Education of Borys Grinchenko Kyiv University about their peculiarities of restoring resources during the first year of the war.

The dictionary of the Ukrainian language offers the following synonym series for the word “resources”: stocks, sources, opportunities, means, economic means, (human) personnel (*Karavanskyi, 2000*).

The concept of resource can also be extended to different contexts, such as economics, ecology, technology, social sciences, psychology. In different disciplines, this concept can have its nuances and specificity, reflecting its application in specific scientific, social or cultural contexts.

Our study used the “BASIC Ph” resource model of coping and resilience, which was developed by Mouly Laad, a professor of psychology who directs the Center for Stress Prevention, and Ofra Ayalon, PhD in Psychology, who specializes in crisis intervention in situations of armed conflict, terrorist attacks, and natural disasters. They described a model of resilience assessment, intervention and recovery. It is based on the assumption that each person has internal strengths or coping resources that can be mobilized in stressful situations; that is, the effort to survive comes from a healthy, not a pathological instinct. Each letter of this model reveals a specific resource (*Lahad, 2016*).

Let's briefly consider each of them.

- Belief is a person's worldview, his/her beliefs and moral values, which allow him/her to resist the obstacles and difficulties that people encounter in stressful situations.
- Affect is emotion and the expression of feelings that allow you to experience stress through crying, laughing, talking about your experiences, writing (diary), drawing, dancing, music, role-playing and scenarios, etc..
- Social is the strength and energy that comes from a sense of belonging to a group (family, company, community, association) and a role associated with responsibility for others,

common goals and tasks; it is family, friends, parents, professionals, community that provide the necessary communication.

- Imagination is the involvement of the imagination for relief and/or motivation, generation of unconventional ideas and solutions that allow overcoming difficulties and obstacles, imagining and planning the future.

- Cognition (cognitive) is a resource that provides the ability to think logically and critically, analyze and make rational decisions, develop strategies and plans for solving problems.

- Physiology means physical activity that allows you to fight stress (sports, work, walks, physical pleasures, relaxation, healthy eating, etc.).

The authors called this combination of resources the “language of resources”, and they also note that people in crisis situations mostly use not one resource, but several. However, when the stress is very strong and long-lasting, the resources are exhausted, so they need help and support.

Guided by the groups of resources that were defined in this model, we developed a questionnaire that included questions related to the definition of the content of those resources that help a person overcome stress in war conditions and move on.

2. Research Methodology

The scientific and pedagogical team of the Department of Special and Inclusive Education of the Faculty of Psychology, Social Work and Special Education of the Borys Grinchenko Kyiv University developed questionnaires for students and teachers “Searching for resources in conditions of war” (call for a questionnaire for students, and teachers). The study was conducted in February-March 2023. 40 students and 29 teachers participated in the survey. The questionnaire contained identical open- and closed-type questions for all respondents according to the “BASIC Ph” resource model. The subject of this article's analysis is the responses of survey participants to questions revealing the content of the resource model. Here is a list of the open questions of the survey:

1. Who or what inspired you to search for a resource this year?
2. What values or faith in what/who helped you restore your resource?
3. What activity in the last three months helps you restore your resource?
4. What ways of expressing feelings helped you to return your resource?
5. Did critical and rational thinking help restore the resource state?
6. What unexpected resources have you found in yourself over the past year?

Respondents were also asked to rank groups of resources: “Choose the rank of importance for you of each factor that helps restore resources (1 – the most important factor, 5 – the least important factor):

- a) values, faith;
- b) safe expression of strong (including negative) feelings;
- c) communication with family, friends, like-minded people, colleagues;
- d) creativity, hobby; logical and critical thinking;
- e) physical activity, body care.

3. Results and Discussion

Answers to the open question “Who or what inspired you to search for resources this year?” summarized, ranked and presented in Table 1.

Table 1

**Distribution by rank of students' and teachers' answers:
"Who or what inspired you to search for resources this year?"**

Student's answers	Rank	Teachers' answers
Family	1	Family
Close ones, friends	2	Responsibility
Faith in AFU* and Victory, work, study, dreams and plans for the future	3	Work
Creativity, books, music, cinema	4	Desire to endure, see our Victory
Self-preservation, fear of death	5	Faith, nature, volunteering, desire to live, adapt

* AFU – Armed Forces of Ukraine

The results of the responses revealed that among all respondents, the first rank belongs to "family" as the main motivator for seeking resources during the war. The second rank among students was "Close ones/relatives" and "friends", among teachers it was "responsibility". The third rank among the motivating factors for the search for resources among students is "faith in the Armed Forces of Ukraine and Victory", "work", "dreams and plans for the future", respectively, for teachers it is "work". The fourth rank in the answers of students was determined for the following answers: "creativity", "books", "music", "cinema", and teachers – "desire to persevere", "desire to see our Victory". "Self-preservation", "fear of death" received the fifth rank in the answers of students, and for teachers it was "faith", "volunteerism", "nature", "desire to live", "desire to adapt".

Therefore, for all interviewees, family is the most significant factor in finding resources during wartime. Friends and relatives are also significant motivators for students. A sense of responsibility and work have a high motivating force among teachers. Students who participated in the survey are motivated to seek out the resources of books, creativity, music and film, which distinguishes them from the answers of teachers. They turn to nature, volunteerism and the desire to adapt to find resources. This may indicate that young people more often turn to external factors, and the older generation also to internal value orientations, in particular, to a sense of responsibility.

Answers to the question "What values or faith in what/who helped you restore your resource?" analyzed, ranked and presented in Table 2.

Table 2

**Distribution by ranks of respondents' answers to the question
"Which values or faith in what/who helped you restore your resource?"**

Student's answers	Rank	Teachers' answers
AFU	1	AFU, Zaluzhnyi
Victory, self-belief	2	Family
The future, everything will be fine	3	Victory, God
Family, God, Ukrainian people	4	Ukraine, Ukrainian people
Responsibility, love	5	Life, work, love

The data in the table show that the highest rank for all respondents was given by the answer "AFU". The second rank is set for "Victory" and "self-belief" among student responses,

and “family” for teachers. The third rank was given to “the future” and “everything will be fine” among the answers of students, and “Victory” and “God” were given by teachers. Belief in “family” and “Ukrainian people” ranked fourth among student answers, and faith in “Ukraine”, “God” and “Ukrainian people” – teachers' answers. The fifth rank was given to students' answers about “responsibility” and “love”, and from teachers – “life”, “work”, “love”.

Thus, the majority of students who took part in the survey believe most in the Armed Forces of Ukraine, Victory and their forces, in themselves. Accordingly, the majority of interviewed teachers are members of AFU and their families. What is remarkable in the answers of the respondents is that the students called “self-belief”, which indicates the presence of a strong own position, a sense of one's own potential.

Answers to the question “What activity in the last three months helps you restore your resource?” was summarized, their ranking was carried out. The results are presented in Table 3.

Table 3

Distribution by ranks of respondents' answers about what activity in the last three months helps restore the resource

Student's answers	Rank	Teachers' answers
Walks in nature, communication with friends	1	Work
Books, music, movies	2	Sports, family, reading
Learning, self-education	3	Hobbies, creativity
Sleep, work, hobbies	4	Volunteering, helping others
Sport	5	Walks in nature, communication with friends

The following activities received the first rank in the answers of students: “walks in nature”, “communication with friends”, and “work” for teachers. The second rank was given to the answers “books”, “music”, “cinema” for students, and “sports”, “family”, “reading” for teachers. “Learning” and “self-education” were given the third rank among the students' answers, and “hobbies” and “creativity” among the teachers' answers. “Sleep”, “work” and “hobbies” ranked fourth among students' answers, and teachers – “volunteering” and “helping others”. “Sport” received the fifth rank in student responses, and for teachers – “walks”, “communication with friends”. Therefore, in the conditions of war, the surveyed students prefer communication with friends and walks as the most effective ways to restore their own resources. For teachers, this is work. It should be noted that all respondents use reading, hobbies and sports as self-recovery tools. Among the surveyed teachers, sport is a higher priority than among students. Teachers do not use walks and communication with friends as often as compared to students, which may be due to age-related changes in life priorities.

The answers to the question about which ways of expressing feelings helped to return one's resource are summarized in Table 4.

The results of the table show that for all respondents, the most effective way of expressing emotions is to speak them. The answers of “hobbies” and “creativity” among students, and “care for loved ones” among teachers have the second rank. The third rank received the answer “tears” from students, and teachers – “sport”, “positive memories”, “tears”. Among the answers of the surveyed students, the fourth rank belongs to “hugs” and “dances”, and for teachers – “social networks”, “diary”, “restraint”, “science”, self-regulation”. The fifth rank was given to students' answers about “smile” and “caring for others”.

Table 4

Distribution by rank of respondents' answers about which ways of expressing feelings helped to return their resource

Student's answers	Rank	Teachers' answers
Conversation with friends, family	1	Talking about one's experiences and feelings, conversation
Hobbies, creativity	2	Caring for loved ones
Tears	3	Sports, positive memories, tears
Hugs, dances	4	Social networks, diary, restraint, science, self-regulation
Caring for others, smiling	5	-

Thus, all respondents use talking about their emotions as the most effective way of expressing emotions. It should be noted that among teachers, “caring for loved ones” ranked second compared to students. This may indicate that with age, interaction and communication with loved ones becomes more significant, which can become emotional support for the individual.

Respondents' answers to the question “Did critical thinking help restore the resource state?” is presented in Figure 1.

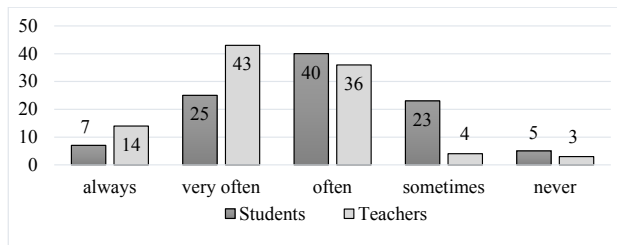


Fig. 1. Respondents' answers to the question "Did critical thinking help restore the resource state?"

The results showed that the answer “always” was chosen by 7% of students and 14% of teachers; “very often” – 25% of students, 43% of teachers, “often” – 40% of students and 36% of teachers, “sometimes” – 23% of students and 4% of teachers, “never” – 5% of students and 3% of teachers. So, the answers of students were distributed closer to the options “often”, “very often” and “sometimes”, 65% of them “very often” and “often” critical thinking helps to restore the resource state. In the answers of the teachers, 79% of the respondents “very often” and “often” think that critical thinking helps to restore the resource state, and 14% – “always”, which is twice as high as in the answers of students (7%). Such a situation proves that it is effective for a mature personality to use critical thinking to return to a resourceful state.

Respondents were asked to rank meaningful groups of resources according to the Mooli Lahad BASIC PH Model (faith, values; emotions and expression of feelings; society, family, interaction with others; imagination and creativity; logic and critical thinking; physical activity, body care). A summary of the responses of students and teachers is presented in Table 5.

These tables show that for students and teachers the first rank was occupied by resources of society: family, communication with others. None of the interviewees gave this semantic resource the lowest degree of importance, which indicates the crucial role of this group of

Table 5

Ranking according to the importance of groups of resources in respondents' answers

Resource group	Rank in students' answers	Rank in teachers' answers
Faith, values	3	2
Emotions and expressions of feelings	5	5
Society, family, communication with others	1	1
Creativity, imagination	2	3
Logic, critical thinking	6	4
Physical activity, body care	4	4

resources for the survey participants. The resources of the meaning group “creativity, imagination” received the second rank in the answers of students, and “faith, values” for teachers. The third rank was taken by the semantic resources “faith, values” for students and “creativity, imagination” – for teachers. The fourth rank was given to the meaning groups “physical activity, body care” for students and teachers, and for the latter also the meaning group “logic, critical thinking”. The semantic group “emotions, expression of feelings” received the fifth rank in the answers of all respondents. Among the students' answers, the semantic group “logic, critical thinking” ranks sixth. The peculiarity of the students' answers is that none of the respondents gave the least degree of significance to the group of resources “physical activity, body care”, which may indicate an active and conscious attitude towards maintaining a healthy lifestyle and taking care of one's health.

Therefore, for all interviewees, the most significant group of resources is related to family and communication. The answers of students and teachers differ in that the students placed “logic, critical thinking” in the last place according to the degree of importance. This may be due to the age factor, when young people more often resort to impulsive decisions and rely on their feelings.

4. Conclusions

Summarizing the results of the survey of students and teachers of the Faculty of Psychology, Social Work and Special Education regarding the search for resources in wartime, we note the following conclusions.

All respondents identified social resources as the most significant for themselves, in particular, the family.

All interviewees expressed faith in the Armed Forces of Ukraine as a resource, as well as in their own forces (students) and family (teachers).

According to the results of the survey, resource activities for students were walks, communication with friends, and for teachers – work, sports and communication with family.

All interviewees recognized talking about their own feelings as an effective way of expressing them.

Critical and analytical thinking as a wartime resource is used more frequently by teachers than by students.

Unexpected resources during the war for students became the discovery of their own stress resistance, adaptability, and for teachers – creativity.

According to the results of the ranking of groups of resources, all respondents chose society, family and communication with others in the first place.

It should be noted that for teachers, the motivating factors for finding resources were family and a sense of responsibility, duty (work). Work for teachers (as a category of responsibility and duty) was the activity that helped restore resources. The three most significant groups of resources for teachers were “family, society, communication”, “faith, values” and “creativity, imagination”.

Thus, the study showed the importance and strength of interpersonal communication, family ties, high civic position and faith in the Armed Forces of Ukraine of students and teachers, motivation for work, creativity and restoration of the state. Such results can be an illustration of the so-called post-traumatic growth (Tedeschi, 2004; Tytarenko, 2019). However, this hypothesis needs further clarification and verification. The results of the survey are not exhaustive, so the research can be continued in the future.

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