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The resilience of the student community in wartime

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Abstract. The study aimed to identify strategies for overcoming difficulties and enhancing student resilience. The methodology included the use of strengths, weaknesses, opportunities, and threats analysis, student surveys, and a comparative analysis of student support strategies implemented in Ukraine, Poland, and Georgia during wartime. The research examined the resilience of the student community in wartime conditions, focusing on the impact of war on students' psycho-emotional state, academic motivation, and adaptability to new learning environments. The study provided unique data on stress and anxiety levels among students, a decline in their ability to concentrate, and reduced motivation for learning. It was found that social and psychological support from universities, families, and community initiatives plays a crucial role in maintaining student resilience. Additionally, physical activity and participation in volunteer initiatives were identified as having a positive impact on students' psychological stability. Compared to Ukraine and Poland, Georgia has developed student support strategies for crisis situations, including the introduction of psychological support programmes and scholarship schemes for students from affected regions. Georgian universities actively collaborate with international organisations to provide additional support for students in crisis situations. The need to strengthen social and psychological support for students during wartime has been identified, along with the development of programmes to promote psycho-emotional well-being and the provision of flexible and accessible learning formats in remote education settings. The findings also confirm that support from universities and community organisations is crucial in enhancing student resilience in challenging circumstances. The practical significance of the study lies in the potential application of its results to develop recommendations for the creation of effective student support programmes in wartime conditions. The strategies developed can be implemented in Ukrainian universities to improve student adaptation to wartime challenges, reduce stress and anxiety levels, and enhance academic performance amid instability

Keywords: psychological resilience; adaptation; support; mental health; social integration

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INTRODUCTION

The resilience of the student community during wartime is a crucial area of study within the fields of Psychology, Pedagogy, and Sociology. War impacts all aspects of life, and education is no exception. Students living in active combat zones or forced to adapt to new realities through emigration or internal displacement face numerous challenges. These include stressful situations, the loss of

familiar learning environments, mental health disorders, and the need for rapid adaptation to altered social conditions. However, despite these difficulties, students can demonstrate significant resilience through various protective mechanisms, such as support from loved ones, university institutions, and their own internal motivation and adaptability.



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In this context, resilience is defined not only as resistance to stressful situations but also as the ability to recover, find new ways to solve problems, and maintain mental health in changing environments. The role of social support and integration is vital in fostering collective resilience. Further research is needed to explore the specifics of student community resilience in wartime, the impact of various forms of support on students' ability to adapt, and the factors that promote or hinder the development of this resilience. A significant number of researchers have explored this topic, highlighting various perspectives. For instance, A.J. Abuejheisheh *et al.* (2024) focused on the impact of the war that began on 7 October 2023, in Palestine, on medical students at Al-Quds University. They analysed levels of anxiety, depression, stress, and resilience among students, revealing how conflict increases stress and anxiety levels. They also emphasised the crucial role of resilience as a protective factor in maintaining mental health. Specifically, G.G. Abulfaraj *et al.* (2024), in their systematic review, investigated the impact of interventions aimed at enhancing student resilience on their mental health and well-being. The authors highlighted various student support strategies used in crisis situations, such as war or pandemics, and evaluated the effectiveness of these interventions in reducing stress and anxiety. E.O. Apio (2022) studied resilience among children during the war in northern Uganda. This research emphasised the importance of psychosocial support and assistance for children who have experienced violence, to develop their psychological resilience.

A. Artyukhov *et al.* (2024) conducted a bibliometric analysis of research on educational resilience in armed conflicts. They examined trends in academic studies on student resilience, particularly in wartime, and identified key support strategies. Y. Assefa *et al.* (2022) analysed the impact of armed violence on student achievement and the role of parents in developing academic resilience during war. They emphasised the importance of family and school support in enhancing youth resilience in violent environments. Models that integrate university support, academic demands, and resilience-building strategies can help students overcome crises. A. Awais *et al.* (2023) developed a model that combines university support, academic demands, and student resilience development strategies during crisis situations, including war.

The importance of developing stress resilience among students studying abroad becomes particularly relevant in wartime. B. Baizhumanova *et al.* (2024) investigated the impact of stress and resilience development on the mental health and well-being of students studying abroad during wartime. Strategies for developing resilience among teachers during war are crucial for maintaining the quality of education. O. Banit & O. Merzliakova (2023) analysed strategies for developing resilience among Ukrainian teachers during the war, identifying adaptation and support methods that allow them to maintain professionalism and mental health. I. Bartusevičienė *et al.* (2021) addressed the importance of ensuring the academic resilience of universities

during crises. They studied how the transition from face-to-face to online learning during the pandemic affected the student community, revealing the importance of flexibility and adaptation in crisis situations.

The asymmetrical impact of war on social groups requires particular attention when formulating resilience development policies. G. Celi *et al.* (2022) studied the asymmetrical impact of war on different social groups, especially within the EU context, emphasising the importance of developing resilience at the level of governments and educational institutions. H. Egan *et al.* (2022) explored the impact of mindfulness and self-compassion on student resilience, highlighting the role of these practices in enhancing mental well-being and academic achievement. Resilience among Ukrainian youth is a key aspect of their mental health during wartime. F. Giordano *et al.* (2024) investigated the development of resilience among Ukrainian youth during the war, focusing on the importance of social support within peer groups to help young people cope with stress and traumatic experiences of war.

Research on student resilience in wartime leaves some important aspects under-explored. The impact of social support from peers or the community on the development of resilience in students facing psycho-emotional difficulties due to conflict is not sufficiently considered. This aspect could be crucial for students, as social networks can significantly contribute to their recovery. The study of the effectiveness of psychological interventions often fails to account for cultural and social differences among students from different regions. Considering these factors could help adapt strategies to specific groups and increase their effectiveness in wartime. There is also insufficient research on the use of modern technologies, such as online platforms and mobile applications, to support students. These gaps require further research, particularly regarding the effectiveness of various resilience development strategies, taking into account social, cultural, and technological aspects. The aim was to develop recommendations for improving the resilience of the student community based on the research findings.

The research objectives were:

1. To determine the current state of resilience within the student community during wartime and identify the main challenges students face.
2. To analyse strategies for overcoming difficulties and enhancing student resilience used in Ukraine and compare them with the experiences of Poland and Georgia.
3. To provide recommendations for improving the resilience of the student community based on the research findings.

MATERIALS AND METHODS

The initial stage of the research involved determining the current state of resilience within the student community during wartime and identifying key challenges based on criteria such as the psycho-emotional state of students, including levels of stress, anxiety, and emotional burnout.

Adaptability to change, focusing on the ability to effectively respond to new learning conditions, remote education formats, and shifts in communication methods. Social support, encompassing assistance from family, friends, universities, and community initiatives. Educational resilience refers to motivation for learning, academic performance, and maintaining engagement in academic activities during wartime. Financial and material difficulties, including access to essential learning resources and financial stability issues. The theoretical foundation of the research was based on the study of A. Burovytska (2024). Specifically, a comparative analysis of student resilience support strategies in Ukraine, Poland, and Georgia was conducted. This comparative analysis was chosen due to the shared historical and cultural ties among these countries, as well as the similar challenges they face.

The main stage involved identifying strategies for overcoming difficulties and enhancing the resilience of the student community during wartime and conducting a comparative analysis of strategies implemented in Ukraine and countries such as Poland and Georgia. The experience of these countries in organising student support during cri-

sis situations was examined, including psychological assistance programmes, financial support, and measures to integrate students into social initiatives. This allowed for an assessment of which approaches are most effective and which aspects need improvement in the Ukrainian context.

The final stage of the research included surveying students from Ukrainian universities to assess their resilience during wartime. 250 students aged 18 to 25 participated in the survey, including 150 women (60%) and 100 men (40%). Students from Taras Shevchenko National University of Kyiv and Ivan Franko National University of Lviv participated in the study. These universities were chosen due to the diversity of student specialisations, allowing for the collection of representative data about the student environment. The survey was conducted from October to December 2024 using the Google Forms online platform. During the research, the provisions of the Code of Ethics by the American Sociological Association (2018) were adhered to. Ethical standards were maintained during the surveys, ensuring voluntary participation, informed consent of respondents, and confidentiality of the collected information (Table 1).

Table 1. Example of questionnaire questions

No.	Questions
1.	What is your stress level on a scale from 1 to 10?
2.	How has the war affected your academic motivation? (increased/remained unchanged/decreased)
3.	Do you feel supported by the university? (yes/partially/no)
4.	What stress-coping strategies do you use? (physical activity, socialising with friends, meditation, volunteering, other)
5.	Have you had to change your place of residence due to the war? (yes/no)
6.	Do you experience social isolation due to wartime circumstances? (yes/no/partially)
7.	Have you participated in volunteer or humanitarian initiatives? (yes, actively/sometimes/no)
8.	How has your ability to concentrate and study changed compared to the pre-war period? (improved/remained unchanged/worsened)
9.	Do you believe that the war has made you more resilient to life's challenges? (yes/partially/no)
10.	What measures do you think would help students better adapt to wartime conditions? (open question)

Source: compiled by the author

During the processing of the survey results with “yes” or “no” answers, the number of responses in each category was counted for each question. Then, the percentage of “yes” responses was calculated using the formula: (number of “yes” responses / total number of responses) × 100. Based on the collected data, a strengths, weaknesses, opportunities, and threats (SWOT) analysis of the student community's resilience was conducted.

RESULTS

The current state of student community resilience and key challenges during wartime

Resilience is a key factor for mental health and well-being, both for individuals and society as a whole. In the context of students, especially during wartime, resilience takes on particular significance. Students face numerous challenges, such as evacuation, loss of loved ones, violence, and other negative events that can affect their mental health and academic activities. Studying student resilience during

wartime provides an opportunity to develop psychological support programmes and strategies for this vulnerable population. Resilience is not a static characteristic; it can develop and strengthen throughout life. Psychologists have been studying resilience, defined as robustness and flexibility, since the 1970s. It also helps prevent burnout, anxiety, and depressive states. If resilience is an innate trait, then it exists in every person and can be trained like a muscle to cultivate mental resilience and prevent disorders (Balagina, 2023). Understanding and developing resilience is essential for maintaining mental health and the effective functioning of individuals in conditions of stress and uncertainty. This is particularly relevant for students who face additional challenges while studying during a military conflict (Burovytska, 2024). Thus, resilience is a multidimensional phenomenon that encompasses the psychological, social, educational, and physical aspects of an individual's life. Developing this quality is key to ensuring the resilience and adaptability of students during war and other crisis situations.

The psycho-emotional state of students during wartime is significantly affected by constant stress, uncertainty about the future, loss of loved ones or their homes, forced migration, and the disruption of their usual way of life. War creates chronic tension that can lead to increased anxiety, depressive states, and emotional burnout. Many students report difficulties with sleep, problems with concentration, a general feeling of fatigue, and a reduced interest in studying. The feeling of helplessness and loss of control over one's life is also a significant factor, which can lead to passivity or, conversely, excessive tension in an attempt to compensate for instability. Adaptability to change is a key indicator of resilience, as students are forced to quickly adjust to new learning and daily living conditions. The transition to remote learning, disruptions in electricity and internet connections, evacuation to other regions or countries, and changes in communication methods with teachers and classmates all require flexibility and the ability to independently manage one's learning process.

Some students face a lack of adequate learning conditions, the inability to attend lectures in real-time, and difficulties completing assignments due to insufficient information or a lack of selfdiscipline. Social support plays a critical role in maintaining student resilience, as a sense of belonging to a community and having support from loved ones helps to overcome stressful situations. Support from family can manifest in financial assistance, emotional stability, and creating favourable learning conditions, even if the student is far from home. Connection with friends and the university environment is also important, as interaction with others helps reduce anxiety and maintain a sense of normalcy (Psychological support for..., 2022). Universities implement various initiatives aimed at providing psychological assistance to students, including consultations with specialists, the creation of online support groups, and the organisation of volunteer activities that help students feel valued and involved.

Students' educational resilience is determined by their motivation to study, their academic performance, and their ability to maintain academic engagement even in challenging conditions. For many students, studying becomes a kind of psychological resource that allows them to maintain a sense of normalcy and continue to develop despite external circumstances. However, there are significant challenges, including loss of motivation due to future uncertainty, difficulties in accessing materials and resources, and a decline in the quality of the educational process due to teacher overload and ineffective communication. Some students are forced to combine studying with work, which complicates material absorption and leads to burnout (Zhyhaylo & Sholubka, 2022). Financial and material difficulties are among the most common problems students face during wartime. Job loss, decreased family income, and rising prices for housing, food, and utilities force many students to seek additional sources of funding. Some are forced to drop out or take a leave of absence due to the inability to pay tuition or provide themselves with necessary resources.

Scholarship programmes, financial assistance from universities, grant initiatives, and support from international organisations offering opportunities to continue education in Ukraine or abroad play an important role in overcoming these difficulties. Assessing the resilience of the student community during wartime allows for the identification of the main challenges students face and the development of effective strategies to overcome them. Psycho-emotional state, adaptability to change, level of social support, educational resilience, and financial difficulties are the main factors that determine students' ability to cope with crisis situations and continue their education. During the war, Ukrainian students can receive financial support through various programmes and initiatives. For example, scholarships for students under the age of 18 are 150% of the subsistence minimum, which currently amounts to 4,116 UAH per month. For students aged 18-23, the scholarship is also 150% of the subsistence minimum (Sobora, 2022). This initiative aims to support students during the war and ensure access to education in difficult conditions. Identifying these problems helps create a comprehensive support system that will help students maintain psychological health, academic success, and social integration during the war and post-war period.

Strategies for overcoming challenges and enhancing student resilience

In the context of war, Ukrainian students face numerous challenges affecting their psycho-emotional state, quality of education, financial situation, and social adaptation. To support the student community during this period, various strategies are being developed, such as organising psychological training, providing social support, and creating online communities for sharing experiences and resources. These strategies are aimed at ensuring psychological resilience, adaptation to changes in the learning process, and maintaining access to educational opportunities. One of the key areas of support is the provision of psychological assistance, as constant stress, uncertainty, and traumatic events can significantly affect students' well-being. Many universities have established psychological support hotlines where students can receive consultations from qualified specialists. Group online sessions are also conducted to help students learn techniques for coping with stress, managing anxiety, and maintaining emotional balance.

Particular attention is paid to educators, as their interaction with students significantly impacts the psychological climate of the learning environment. Teachers undergo specialised training in communicating with students who are emotionally exhausted or experiencing acute psychological crises. The organisation of the educational process has also changed significantly during wartime. Distance learning has become the primary mode of education, allowing students to continue their studies regardless of their location (Burovytska, 2024). To ensure access to knowledge, universities have actively used electronic platforms,

open educational resources, and recorded lectures. Flexible study schedules have been implemented to accommodate technical problems, power outages, and individual student circumstances. Some educational institutions have provided opportunities for students to temporarily take courses at partner universities abroad, with subsequent recognition of the results obtained.

Financial support for students has become another crucial aspect of strategies aimed at ensuring their resilience. In Ukraine, several grants and scholarship programmes have been introduced to assist students affected by the war. Some universities, such as Taras Shevchenko National University of Kyiv and National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, have waived or reduced tuition fees for certain categories of students, introduced additional financial incentives, and opportunities for paid internships. Students also receive support from international organisations and foundations, such as the William and Flora Hewlett Foundation and the Soros Foundation, which offer financial assistance to continue their education. Social initiatives also play a significant role in supporting students. Volunteer organisations, in collaboration with universities, conduct humanitarian aid collection campaigns, organise mutual assistance among students, and create communities for psychological support. Universities encourage student involvement in volunteer initiatives, allowing them not only to receive help but also to feel valued and find new ways to adapt to reality (Volunteers and their family..., 2024).

The experience of overcoming challenges in the student environment can be compared with the practices of other countries that have faced war or have received a significant number of student refugees, particularly Poland and Georgia. In Poland, which became one of the main host countries for Ukrainian students during the war, several initiatives were implemented to support student refugees. After the start of the war in Ukraine, Polish universities simplified the admission procedures for Ukrainian

students, providing an opportunity to continue or start their studies without unnecessary bureaucratic hurdles. In particular, universities such as the University of Warsaw, Jagiellonian University, Wrocław University of Science and Technology, Cracow University of Economics, Lublin University of Technology, Maria Curie-Skłodowska University, and SGH Warsaw School of Economics offer simplified admission conditions for Ukrainian students. They also provide the opportunity for free education if they have a certificate from the State Commission for the Certification of Knowledge of the Polish Language at the C1 level or a Polish Card (Free education in Poland..., 2025).

In addition, the Polish government and various foundations have offered scholarship programmes for Ukrainian students, covering tuition and living expenses. For example, the “Scholarship Programme of the Government of Poland for Young Scientists” programme provides financial support to students from Ukraine to conduct research at Polish universities (The 23rd edition of..., 2024). Polish universities also provide psychological support for refugee students, organising consultations and group sessions to facilitate adaptation to the new environment. Georgia, having its own experience with military conflicts, has also developed strategies to support students in crisis situations. Georgian universities have implemented psychological support programmes for students affected by conflicts, providing individual and group consultations. Additionally, scholarship programmes have been introduced for students from affected regions, allowing them to continue their education without financial barriers. Georgian universities also actively collaborate with international organisations to provide additional support to students in crisis situations (Education Ministry to offer..., 2022). To better understand the strategies for supporting the resilience of the student community during wartime, a comparative analysis of measures implemented in Ukraine, Poland, and Georgia was conducted. The summarised results of this analysis are presented in Table 2.

Table 2. Comparative analysis of student resilience support strategies in Ukraine, Poland, and Georgia

Criteria	Ukraine	Poland	Georgia
Psychological Support	Hotlines, online consultations, stress management training, teacher support	Consultations for refugee students, group adaptation sessions	Psychological support programmes, individual and group consultations
Educational Process	Distance learning, electronic platforms, open courses, flexible schedules	Simplified admission for Ukrainian students, opportunities for free education	Continued education programmes for students from affected regions
Financial Support	Grants, scholarships, tuition waivers or reductions, paid internships	Government and private scholarships, coverage of living expenses	Scholarships for students from conflict zones, collaboration with international foundations
Social Initiatives	Volunteer movements, humanitarian aid collection, mutual aid among students	Integration programmes for Ukrainian students, cultural events	Volunteer programmes, interaction with international organisations

Source: compiled by the author based on Free psychological assistance to students from Ukraine is a project of the Student Parliament of the Republic of Poland (2023), United Nations High Commissioner for Refugees Georgia (2024)

The comparative analysis of student resilience support strategies has shown that all three countries apply a comprehensive approach, but with different emphases according to their capabilities and challenges. Ukraine primarily focuses on ensuring the continuity of the educational process, adapting to distance learning, and providing psychological support to students. Given the war-time conditions, educational institutions are focused on minimising student stress, providing consultations, and developing tools to overcome emotional burnout. Poland, hosting a significant number of Ukrainian students, has focused on their integration into local universities and financial support. Simplified admission procedures, scholarship programmes, and assistance in resolving housing and social issues have been implemented. Georgia, having its own experience with military conflicts, emphasises psychological support for students and financial assistance through scholarships and international programmes. Particular attention is paid to supporting students from affected regions. Although the approaches vary, all countries are directing efforts towards enhancing the resilience of the student community, adapting to new conditions, and maintaining access to quality education. This confirms the importance of comprehensive and flexible strategies to ensure student stability in crisis situations.

The physical aspect of resilience is an important component of the overall adaptation and ability of students to cope with the stresses of war. Physical activity not only positively affects overall health but also psycho-emotional well-being. It is known that regular physical activity can significantly reduce levels of anxiety, depression, and stress, improve mood through the release of endorphins, and enhance concentration and overall energy levels. For students experiencing the stresses of war, exercise can be an important tool for maintaining mental health and stability. In crisis periods, such as war, physical activity can be used as a method of stress relief and improvement of psycho-emotional state. Students who participate in sports or actively engage in physical activities (e.g., yoga, running, fitness, team sports) often experience lower levels of anxiety and depression (Hossain *et al.*, 2024). Universities can provide students with access to sports clubs or even organise special events to motivate students to remain physically active. In particular, during wartime, when students often have to

change their place of residence or adapt to new learning conditions, the availability of opportunities for physical activity becomes even more important. Programmes that include physical exercises and health support activities can be an effective tool for supporting student resilience, helping to reduce physical and mental exhaustion.

War has a significant impact on the academic performance of students. Students who experience armed conflicts or face their consequences often have difficulties with concentration, learning, and completing assignments. Experiencing stress, anxiety, physical and emotional fatigue, as well as problems with housing and access to learning materials, can reduce the effectiveness of the learning process. In wartime, many students may face constant distractions due to external circumstances, which significantly complicates maintaining motivation to study and achieving high results (Diab & Schultz, 2020). Changes in the learning regime, such as the transition to distance learning, can also be a challenge for students who do not always have the necessary technical resources for effective learning. For many students, problems with internet access, computer equipment, or simply maintaining academic balance during the war can become a serious barrier to successful learning.

At the same time, it is important to note that some students may demonstrate increased resilience under stress, allowing them to maintain academic engagement and even achieve high results. For example, students who have participated in volunteer initiatives or actively helped communities may feel higher motivation to continue their studies, which in turn stimulates them to improve their academic performance. An analysis of the impact of war on academic performance shows that while some students may lose motivation or reduce their academic engagement, others can adapt and find new ways to achieve success, including using online resources, group projects, or new forms of collaboration with teachers. Universities, in turn, can support students by providing additional academic resources, reduced assignment requirements, or the development of alternative forms of assessment that take into account the difficulties students face in wartime. To identify and better understand the impact of war on students, a survey was conducted, the results of which are shown in Table 3.

Table 3. Student survey results on resilience during wartime

Question	Responses (%)
What is your stress level on a scale from 1 to 10?	1-3 – 11.2%, 4-6 – 28.5%, 7-9 – 42.8%, 10 – 17.5%
How has the war affected your academic motivation?	Increased – 23.6%, Remained unchanged – 32.1%, Decreased – 44.3%
Do you feel supported by the university?	Yes – 18.7%, Partially – 50.9%, No – 30.4%

Table 3. Continued

Question	Responses (%)
What stress-coping strategies do you use?	Physical activity – 40.3%, Socialising with friends – 28.5%, Meditation – 19.8%, Volunteering – 6.7%, Other – 4.7%
Have you had to change your place of residence due to the war?	Yes – 53.2%, No – 46.8%
Do you experience social isolation due to wartime circumstances?	Yes – 49.4%, Partially – 28.7%, No – 21.9%
Have you participated in volunteer or humanitarian initiatives?	Yes, actively – 18.3%, Sometimes – 30.1%, No – 51.6%
How has your ability to concentrate and study changed compared to the pre-war period?	Improved – 14.2%, Remained unchanged – 25.8%, Worsened – 60.0%
Do you believe that the war has made you more resilient to life's challenges?	Yes – 31.4%, Partially – 42.3%, No – 26.3%
What measures do you think would help students better adapt to wartime conditions?	Psychological support – 37.5%, Improving online learning – 30.2%, University assistance – 17.6%, Financial support – 14.7%

Source: compiled by the author

The survey results showed that the war has significantly impacted the psycho-emotional state of students, their motivation to study, and their social interaction. Most respondents experience high levels of stress, concentration problems, and some social isolation. At the same time, a significant portion of students note an increase in their own resilience to life's challenges. The main adaptation

strategies were physical activity, social support, and participation in volunteer initiatives. To improve student resilience, it is necessary to expand access to psychological assistance, improve the educational process, and provide additional financial support. Based on the collected data, a SWOT analysis of the student community's resilience was conducted, as shown in Table 4.

Table 4. SWOT analysis of student community resilience

Strengths	Weaknesses
High adaptability in crisis situations	Increased levels of stress, anxiety, and emotional burnout
Active use of coping strategies (physical activity, social support, volunteering)	Worsened concentration and academic productivity
Social cohesion and mutual support among students	Feelings of social isolation due to wartime circumstances
Development of resilience to life's challenges	Insufficient financial support for students in difficult conditions
Opportunities	Threats
Development of psychological support and mental health programmes	Further, increase in stress levels due to prolonged uncertainty
Improvement of online learning and access to educational resources	Loss of motivation to study due to unstable situation
Enhanced support from universities and international initiatives	Decline in the quality of education due to forced adaptation to difficult conditions
Involvement of students in volunteer and community activities to enhance their resilience	Mass emigration of students and brain drain

Source: compiled by the author

The SWOT analysis confirms that, despite the significant adaptability of students, their resilience remains vulnerable due to high levels of stress, instability in the educational process, and social isolation. This indicates the need to strengthen psychological and social support to ensure their resilience during wartime.

Recommendations for enhancing student community resilience during wartime

The resilience of the student community during wartime is a crucial factor that determines their ability to overcome difficulties, adapt to changes, and maintain effectiveness in their studies and daily life. Given the identified

challenges, including increased stress levels, social isolation, reduced academic motivation, and financial difficulties, it is necessary to develop a comprehensive set of measures to strengthen the psychological, social, and educational resilience of students. One of the key areas is ensuring access to quality psychological support. In conditions of constant stress and uncertainty, students must have the opportunity to receive professional assistance. Universities can expand the network of psychological consultations, create crisis support centres, and organise regular training sessions on emotional self-regulation. An important step is the implementation of self-help and stress resilience development programmes, which include training in relaxation techniques, cognitive-behavioural strategies for overcoming difficulties, and methods for managing emotions. Social support plays a significant role in building student resilience. One solution could be to expand mentorship programmes, where experienced students or teachers provide support to those in need. It is also worth encouraging the creation of student communities and mutual aid groups that will foster an atmosphere of trust and support.

Volunteer initiatives can be an effective way not only to strengthen social connections but also to increase psychological resilience through active engagement and a sense of personal significance. The war has caused significant changes in the learning format, forcing many students to switch to distance or hybrid learning. To improve resilience, it is necessary to ensure a stable and accessible learning process. This includes improving online education methods, providing students with flexible conditions for taking exams and completing assignments, and expanding access to learning materials. It is important to consider that not all students have equal opportunities for distance learning, so universities should help provide students with the necessary technical resources.

Students who maintain or even increase their motivation in challenging conditions demonstrate greater resilience to stress. To this end, universities should develop programmes that stimulate academic engagement, including flexible curricula, opportunities for personalised learning, and academic mentorship support. Furthermore, it is important to publicise success stories of students who have overcome difficulties, which can serve as inspiration for others. Financial stability also affects students' ability to adapt to challenging conditions. In many cases, the war has deprived students of the opportunity to work, forced them to change their place of residence, or face financial hardship. To support students, it is necessary to expand scholarship programmes, provide financial assistance to those in difficult circumstances, and create opportunities for student employment through university initiatives. Access to housing and social services for students who have been forced to leave their homes due to the war is also an important aspect. Engaging students in active community service can contribute to their psychological well-being and enhance resilience. Volunteering, participating in charitable projects, and community initiatives help students find

meaning in their activities, develop a sense of responsibility and social unity. Such initiatives not only support society but also contribute to the personal development of students, helping them to better adapt to the challenges of modern life.

It is also necessary to pay attention to the physical health of students, as it directly affects their psycho-emotional state. Regular physical activity, a healthy lifestyle, and access to sports programmes can significantly improve students' ability to cope with stressful situations. Universities can promote the organisation of sports events, create free fitness programmes, and promote a healthy lifestyle among young people. In wartime, students often face a great deal of uncertainty, which can cause additional stress. Universities should ensure regular communication with students about the educational process, support opportunities, and available resources. Transparent communication, rapid response to problems, and open dialogue between administration and students will help increase trust and reduce anxiety. The experiences of countries such as Poland and Georgia show that effective social support programmes, flexible educational approaches, and active student involvement in community life contribute to enhancing resilience. Ukrainian universities can adopt best practices by implementing new mechanisms to support students and ensure their integration into the international academic environment.

Therefore, improving the resilience of the student community during wartime requires a comprehensive approach that includes strengthening psychological support, enhancing social connections, adapting the educational process, ensuring financial stability, promoting a healthy lifestyle, and expanding information support. The implementation of these measures will not only increase students' adaptation to wartime conditions but also contribute to the formation of a more resilient, cohesive, and self-sufficient youth environment.

DISCUSSION

The research findings on the resilience of the student community during wartime demonstrate the multifaceted nature of this phenomenon and its critical importance for ensuring the mental health and academic stability of young people. It has been established that the main factors of resilience are social support, adaptability to change, and the availability of psychological resources. These findings have significant practical implications, as they indicate the need to implement systemic approaches to support students in crisis situations.

The research data are consistent with the findings of S. Johansson *et al.* (2023), who emphasised the connection between collective resilience and students' ability to overcome the challenges of war. The authors stressed that effective interaction within academic communities contributes to reducing anxiety levels and improving the overall psychological state of young people. This confirms the importance of supportive social connections, which serve as a key resource for overcoming crisis situations. In turn,

A. Kaim *et al.* (2024) explored the impact of adaptation strategies on student resilience levels. Their findings indicate that students who actively use flexible coping strategies adapt more easily to stressful conditions and maintain motivation to study. This aligns with the results obtained, which emphasise the importance of adaptability as a key factor in resilience. In wartime, this flexibility manifests not only in the academic sphere but also in the social and emotional spheres of students' lives. L. Kiltz *et al.* (2024) examined the role of psychological resources in supporting student resilience during crises. The researchers found that the development of emotional intelligence, self-regulation skills, and stress resistance positively affects the ability of young people to overcome difficulties. This confirms the need to expand psychological support in higher education institutions, particularly through specialised training programmes, counselling centres, and educational initiatives. Overall, the research results indicate that the resilience of the student community is a complex phenomenon determined by the interaction of social, adaptive, and psychological factors. Further research could focus on studying the long-term effects of war on student communities, as well as on developing effective interventions to strengthen their resilience.

The analysis of the obtained results aligns with previous research. S. Kimhi *et al.* (2023) pointed out the significance of protective and vulnerable factors in the context of war, which directly correlates with the conclusions about the resilience of the student community. The conclusion that strong social connections increase stress resistance is supported by the research results, which demonstrate that support from classmates and teachers contributes to students' adaptation to wartime realities. Y. Kurnyshova (2023) considered resilience as a form of normative agency, which allows students to overcome challenges and maintain internal motivation. This corresponds to the conclusions about the importance of student autonomy and initiative in the process of adapting to wartime conditions, which allows them not only to cope with difficulties but also to continue their academic and personal development. V. Lunov & I. Rozhkova (2024) emphasised the importance of strategies and interventions for building resilience, which is also supported by the conclusion about the effectiveness of adaptive educational programmes. The study found that the implementation of psychological training and educational initiatives aimed at developing resilience positively affects the emotional state of students. On the other hand, T. Matuselych *et al.* (2024) argued that distance learning can increase stress, while the research results demonstrate that flexible online platforms, with proper support, contribute to reducing anxiety. This discrepancy can be explained by contextual differences in the samples, indicating the need for further research on the effectiveness of different learning formats in wartime. Thus, the obtained results align with previous research, confirming the importance of social support, student autonomy, and adaptive educational strategies for enhancing resilience during wartime.

Research by international scholars also confirms the relevance of this topic. Y. Mulati & E. Purwandari (2022) emphasised the importance of resilience in reducing academic stress, which is directly related to the study of student community resilience in wartime, as military events significantly increase stress levels among students. The ability to adapt to new learning conditions and overcome difficulties is a key factor in their psychological resilience. R.A. Price (2023) proposed the concept of "designer resilience", which involves the active adaptation of students to challenging conditions. In the context of war, this idea is reflected in students' search for new approaches to learning, interaction, and mutual support, which is an important element of their resilience. V. Ogorenko *et al.* (2024) focused on different types of resilience among students during wartime, which was also reflected in the study by identifying variations in individual coping strategies. This confirms the need for a comprehensive approach to studying resilience, considering the various factors that affect students' adaptation to stressful conditions.

R. Schwarzer (2024) explored resilience in the context of stress and migration, highlighting the importance of comprehensive interventions to support students in critical conditions. This directly relates to the situation of students who, due to war, are forced to change their place of residence or study and adapt to new social and cultural circumstances. M. Shwaikh (2023) emphasised the need to create an inclusive environment and cultivate a "language of care", which aligns with the study's conclusions about the importance of empathy in university communities. During wartime, mutual support and social connections play a key role in maintaining students' emotional balance. V. Sodolevska (2024) and S. Tanana & L. Soha (2024) pointed out the necessity of psychological interventions to support youth mental health, which is consistent with the data on the effectiveness of such measures. The study also emphasises that psychological support and specialised programmes can significantly improve students' resilience during wartime. Thus, the results of international research confirm the importance of resilience as a key factor in maintaining students' psychological well-being in stressful conditions. This also aligns with the conclusions about the need to provide students with effective tools for adaptation, the development of emotional resilience, and the formation of a supportive educational environment in wartime.

An important aspect highlighted in the research by L. Oviedo *et al.* (2022) concerned coping strategies among students who had experienced conflicts. Their findings on the key role of social capital coincide with current analysis regarding the importance of peer support. In wartime, social connections play a decisive role in maintaining students' psychological resilience, helping them adapt to new challenges and overcome emotional exhaustion. M. Trinder *et al.* (2024) focused on the specifics of adaptation for students in language specialisations, which confirms the diversity of resilience manifestations in different

academic communities. The study also found that academic specialisation affects how students cope with stressful situations: specifically, humanities students more often seek social support, while those in technical disciplines may rely on individual coping strategies. A. Tolstoukhov & V. Lunov (2023) and Y. Utsumi (2022) examined the regional aspects of resilience formation, which can be integrated into further research. Since student resilience largely depends on the socio-cultural and economic context, further analysis of regional differences will allow for a deeper understanding of the mechanisms of adaptation of student communities in various wartime conditions. Thus, the research results confirm the importance of social capital, individual and group coping strategies, and regional peculiarities in the formation of student resilience during wartime.

CONCLUSIONS

In the course of studying the resilience of the student community during wartime, key aspects that affect students' ability to adapt to changes, maintain their motivation, and preserve mental stability were identified. One of the main results of the study was the confirmation that war has a significant impact on the psycho-emotional state of students, their stress levels, and their ability to concentrate. The data obtained showed that students experience high levels of anxiety and stress, which negatively affects their academic performance, learning ability, and motivation. This is confirmed by the high percentage of respondents who noted a deterioration in their ability to concentrate on learning, as well as a decrease in motivation to study due to the war. In addition, the study revealed significant differences in the level of support that students receive from the university and social institutions.

Although many students noted the presence of support from teachers and administration, social support, in particular, assistance from family and friends, as well as volunteer initiatives, remain important factors that enhance resilience. At the same time, the survey results indicate the need to strengthen social and psychological support, particularly through the organisation of additional measures

focused on students' mental health. Regarding the physical aspect of resilience, the research results showed that most students use physical activity as a way to cope with stress. This includes sports, yoga, walks, and other forms of activity that help reduce anxiety and depression. Universities can help enhance resilience by organising access to sports and rehabilitation programmes, which can be an effective tool for supporting students. One of the important findings of the study is the identification of the need to improve the distance learning system, as most students faced problems related to access to technical resources or adaptation to new forms of learning. This indicates the importance of further developing infrastructure to ensure continuous and effective learning during crises.

The main recommendations arising from the study are to strengthen social and psychological support for students, particularly through the organisation of psychotherapy sessions, support groups, and the development of programmes to improve psycho-emotional health. More attention should also be paid to the physical health of students, encouraging them to participate in physical activities that help reduce stress. On the other hand, it is necessary to continue improving distance learning technologies, provide students with all the necessary resources for effective learning, and introduce flexible forms of assessment that take into account the circumstances of war.

Given the results obtained, further research could focus on studying the effects of war on students' mental health, as well as on developing and implementing programmes that will facilitate their adaptation to wartime conditions. An in-depth analysis of psychological support methods and evaluation of their effectiveness in different conditions will help create effective strategies to enhance student resilience in the future.

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CONFLICT OF INTEREST

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Резильєнтність студентського колективу в умовах війни

Анотація. Метою було виокремити стратегії подолання труднощів і підвищення резильєнтності студентів. Методологія включала використання strengths, weaknesses, opportunities, and threats analysis, опитування серед студентів та порівняльний аналіз стратегій підтримки студентів в умовах війни, реалізованих в Україні, Польщі та Грузії. У дослідженні вивчалася резильєнтність студентського колективу в умовах війни, зокрема вплив війни на психоемоційний стан, академічну мотивацію та адаптивність студентів до нових умов навчання. У процесі дослідження було отримано унікальні дані про рівень стресу та тривожності серед студентів, зниження їхньої здатності до концентрації та мотивації до навчання, а також виявлено, що значну роль у підтримці стійкості студентів відіграє соціальна та психологічна підтримка з боку університетів, родини та громадських ініціатив. Також визначено, що фізична активність та участь у волонтерських ініціативах мають позитивний вплив на психологічну стійкість студентів. У порівнянні з Україною та Польщею, Грузія розробила стратегії підтримки студентів у кризових ситуаціях, зокрема впровадивши програми психологічної підтримки та стипендіальні програми для студентів з постраждалих регіонів. Грузинські університети активно співпрацюють з міжнародними організаціями для забезпечення додаткової підтримки студентам у кризових ситуаціях. Було виявлено необхідність посилення соціальної та психологічної підтримки студентів в умовах війни, розвитку програм підтримки психоемоційного здоров'я, а також забезпечення гнучких і доступних форм навчання в умовах дистанційного навчання. Отримані результати також підтверджують, що підтримка з боку університетів та громадських організацій є ключовою для підвищення резильєнтності студентів у складних умовах. Практичне значення роботи полягає в можливості використання результатів для розробки рекомендацій щодо створення ефективних програм підтримки студентів в умовах війни. Розроблені стратегії можуть бути застосовані в українських університетах для посилення адаптації студентів до воєнних умов, зниження рівня стресу та тривожності, а також для покращення академічної успішності в умовах нестабільності

Ключові слова: психологічна стійкість; адаптація; підтримка; ментальне здоров'я; соціальна інтеграція



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