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Research on the state of resilient teaching at Ukrainian universities

Abstract. In the context of the full-scale invasion of Ukraine by Russia in 2022, educational approaches that ensure not only the quality of teaching and learning but also adaptability and support for participants in the educational process have gained particular relevance. The aim of the article was to investigate and assess the level of awareness among teachers and students of Tavria State Agrotechnological University regarding the principles of sustainable teaching and to determine the necessity of their implementation in the educational process. The research methodology combined the analysis and synthesis of scholarly sources to establish a theoretical foundation with an empirical stage that involved an anonymous remote survey of teachers and students conducted via Google Forms. The survey included 29 thematic questions covering social issues, psycho-emotional state, institutional support, and readiness for innovation. The majority of respondents reported a significant negative impact of current crisis situations on the quality of teaching and learning (62%) and on their psycho-emotional state (55%). 90% of respondents indicated the importance of integrating psycho-emotional resilience into the university teaching and learning process. Over 70% of respondents expressed a desire to participate in the trauma-sensitive teaching training, particularly in the "Resilient Teaching" programme. The survey identified the most pressing issues that need to be addressed for the effective implementation of trauma-sensitive education at the university. It was revealed that the concept of "Education for Sustainable Development" and the pedagogy of resilience provide a holistic approach to the formation of a responsible, conscious and resilient citizen. The need for an ascertainment study on the state of readiness of participants in the educational process to implement resilient, trauma-sensitive teaching was emphasised. The practical significance of the study lies in the possibility of using the obtained results to develop and implement trauma-informed and resilient teaching programs within the educational process of higher education institutions in Ukraine

Keywords: education for sustainable development; psychology of resilience; educational process; innovative approaches; trauma-sensitive teaching

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INTRODUCTION

The development of education in Ukraine takes place in conditions of long-term social, economic and security challenges that significantly affect the organisation and quality of the educational process. Full-scale-invasion of Russia against Ukraine in 2022 have necessitated re-thinking traditional pedagogical approaches and seeking learning models that ensure not only high educational outcomes but also the sustainable development of educational practices. In wartime conditions, approaches, which are focused on the long-term perspective, adaptability and support of participants in the educational process are of particular importance. This is why the concepts of resilient teaching, in particular, education for sustainable development (ESD) and sustainability pedagogy, are considered as a new methodological basis for responding to modern challenges. Despite the growing interest in this approach worldwide, implementing sustainability strategy in Ukrainian higher education institutions face several problems, such as insufficient teacher training, limited resources and a lack of a systematic approach to assessing the effectiveness of such practices. In this regard, empirical research on the state of resilient teaching is an important step toward modernising Ukrainian higher education content and creating an educational environment capable of meeting the needs of modernity.

Issues of educational development in the context of sustainable development and social transformations are widely discussed in the works of Ukrainian scientists. In particular, O.V. Harashchuk & V.I. Kutsenko (2019) considered education a key factor in the country's socio-economic development, analysed the components of educational quality, and justified directions for improving specialist training. The theoretical principles of educational transformation to achieve the sustainable development goals (SDGs) were highlighted in the works of N. Vnukova & H. Sotska (2023), who emphasised the need to reorient content and learning outcomes in line with sustainability principles. The methodological aspects of implementing ESD in Ukraine were analysed by I.M. Koreneva (2018), who established the conceptual kinship between the approaches "New Ukrainian School" and ESD and identified the main directions of SDG development across different institutional types and forms of ownership. O.M. Khmelevska (2018) justified the role of educational institutions in the transition to the principles of sustainability and the implementation of the SDGs in Ukraine. Practical aspects of implementing the SDGs in higher pedagogical education were examined in works of H. Chaikovska (2023), which focused on preparing future teachers to implement sustainable development tasks in professional activities.

The issue of stress resistance among teaching staff has been studied by researchers across psychological, pedagogical, and interdisciplinary contexts. In particular, N.Yu. Tsybuliak & A.Ye. Bondarchuk (2019) and A. Antonova (2025) clarified the essence of the concepts of "stress

resistance of a teacher", "professional stress resistance", analysed the influence of stress factors on the professional activity of a teacher, outlined a number of practical techniques aimed at overcoming negative manifestations of stress. S. Kuzikova & T. Shcherbak (2022) focused on the theoretical analysis of the concepts of "resilience" and "stress resistance", investigated the features of their manifestation, taking into account the specifics of pedagogical activity. N. Trofaila (2020) in her studies revealed the essence of the concept of "emotional stability" and substantiated its importance for ensuring the professional effectiveness of a teacher. In works of O. Tashkinova & L. Ponomarova (2024), the psycho-emotional state of teachers in the context of modern challenges to the educational process is analysed, and the results of implementing the author's advanced training programme were presented. At the same time, international scholars emphasise the importance of developing socio-emotional skills as a broader framework for strengthening resilience in education. These skills enable individuals to regulate their emotional states and build effective relationships among participants in the educational process (Velmurugan *et al.*, 2026). The systematic assessment of learning outcomes and the development of internal quality assurance mechanisms are important components of improving the effectiveness of the educational process in higher education institutions (Sharova *et al.*, 2023).

Despite the importance of the principles of resilient teaching and ESD, the practice of their implementation at Ukrainian universities remains insufficiently studied. At the same time, the principles of resilient teaching are relevant for improving the quality of higher education and developing innovative pedagogical strategies. This is especially true for relocated higher education institutions, particularly the Dmytro Motornyi Tavria Agrotechnological State University (TSAU), which are constantly in crisis yet continue to deliver high-quality education in line with society and the state requirements. The purpose of the article was to assess the organisation of the TSAU educational process in wartime conditions and to determine the university's level of readiness to implement sustainable, trauma-sensitive teaching, as well as to assess the level of awareness of teachers and students of the principles of sustainable teaching and the need to implement them in the educational process.

MATERIALS AND METHODS

This study was designed as empirical survey-based research, supported by theoretical analysis of scholarly literature. The analysis and synthesis of scholarly literature made it possible to identify the essence of sustainable teaching and to generalise existing research on this topic, thereby establishing a theoretical foundation for the empirical stage of the study. A questionnaire survey was conveyed to determine the level of awareness of the principles of sustainable teaching and the perceived need

for their implementation in the educational process at TSAU, as this method enables the collection of data from a broad group of participants in the educational process. The survey of respondents was conducted in December 2025 remotely using Google Forms to ensure accessibility and facilitate participation under current conditions. One month prior to the survey, the Google Forms link was distributed among participants in the educational process. The survey was anonymous in order to ensure the confidentiality of personal data. The total sample of respondents was 391 people. Among them were students (309 respondents, 79% of the total) and teachers (82 respondents, 21%). This is due to the fact that the quality of the educational process is influenced by all its participants, including both instructors and students. The respondents were distributed territorially as follows: 50.4% of respondents at the time of the survey were in Ukraine in front-line areas; 32.3% were in safer regions of Ukraine; 8.4% of respondents were abroad; 4.5% lived in the area where hostilities were taking place, 4.3% lived in the occupied territory. Among the total sample of respondents, 298 people (76.2%) were men, 93 people were women (23.8%). The gender imbalance in the sample is linked to the specifics of individual educational fields in which training is provided at TSAU. The study was conducted in accordance with the ethical principles of The Declaration of Helsinki (1964), ensuring voluntary participation, anonymity, and confidentiality of the respondents.

The questionnaire contained 29 questions related to the psycho-emotional state of respondents in war conditions, adaptation of the educational process and the university's readiness to implement trauma-sensitive teaching. Structurally, the items were organised into four blocks:

- Block 1. General information (5 questions).
- Block 2. Level of awareness of the trauma-sensitive approach (3 questions).
- Block 3. Educational environment and challenges (12 questions).
- Block 4. Readiness of educational institutions to implement trauma-sensitive teaching (9 questions).

The publication draws on respondents' answers to the questions in Block 1 (type of educational institution, gender, role within the institution, teaching experience), Block 3 (occurrence of stressful situations, emotional instability during the educational process, etc.), and Block 4 (the readiness of the higher education institution and participants in the educational process to implement trauma-sensitive teaching in the university's educational activities).

RESULTS

The survey results allowed to outline the current state of sustainable practice in teaching and identify the most relevant topics for teachers regarding sustainable teaching at the university. The majority of respondents reported a significant negative impact of current crisis situations on the quality of learning and teaching (Fig. 1).

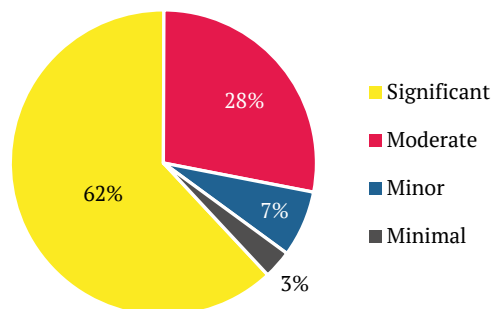


Figure 1. The level of negative impact of war on the quality of teaching and learning
Source: developed by the authors based on the analysis of the survey results

As shown in Figure 1, 62% of the respondents (242 people out of 391) reported a significant negative impact of the war on learning and teaching. 28% of respondents (110 people) noted a moderate negative impact. 7% respondents (27 people) indicated a slight impact of the war on learning and teaching. Only 3% (12 people) noted that the war did not affect learning and teaching at the university. Respondents located outside active hostilities more often reported a minimal or moderate impact; however, the territorial factor was not the primary focus of the analysis.

While the impact of war on the quality of teaching and learning is substantial, it is closely intertwined with the psycho-emotional condition of participants in the educational process. Therefore, it is important to examine how crisis situations affect respondents' psychological well-being. The distribution of responses to the question about the impact of crisis situations on respondents' psycho-emotional state is shown in Figure 2.

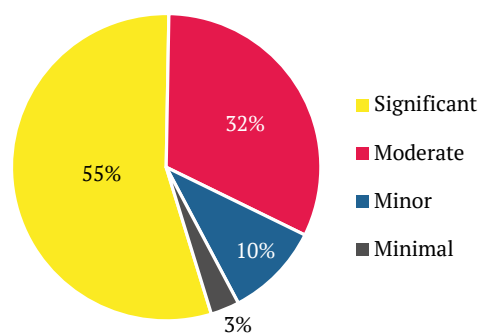


Figure 2. The level of negative impact of war on respondents' psycho-emotional state
Source: developed by the authors based on survey results

As can be seen from Figure 2, the war significantly affected the psycho-emotional state of 215 people, which is 55% of the total number of respondents. The moderate impact of war on psycho-emotional state was reported by 125 respondents, which is 32% of the total number of respondents. It can be concluded that the vast majority of respondents (87%) testify to the negative psycho-emotional impact of war on the personality, which creates

conditions for chronic stress, which, without support, transforms into burnout, decreased motivation, etc. A small part of respondents noted that the war had almost no impact (10%, 39 people) or did not affect at all (3%, 12 people) on their psycho-emotional state. This can be partly explained by survey results on the reasons for the temporary interruption of the educational process, including anxiety, shelling, power outages, and other negative factors. This is especially true for those respondents who live in dangerous areas. Thus, 68% (266 respondents) reported that they constantly encounter negative factors that interrupt the educational process and, accordingly, lead to stressful conditions. 86 respondents (22%) reported that interruptions to the educational process occur periodically. Only 10% of respondents have the opportunity to study and teach without interrupting the educational process (27 respondents – rarely; 12 respondents – almost never). In addition, educational activities at TSATU are carried out in distance and blended formats, in the mode of permanent crisis digital education (Sharova & Sharov, 2024). In the absence of specifically adapted methods, this leads to increased fatigue and psychological stress among participants in the educational process (Smirnova *et al.*, 2022), reducing student engagement and increasing the risk of academic losses.

According to the respondents, it is necessary to integrate the principles of psycho-emotional resilience into the university's educational process. This task is considered very important (266 respondents, 68%) or important (86 respondents, 22%). That is, 90% of respondents recognise the importance of integrating psycho-emotional resilience into teaching and learning. At the same time, 10% of respondents noted that integrating the principles of psycho-emotional resilience into the educational process is an almost unimportant (7%) or unimportant (3%) task. The distribution of responses regarding the perceived necessity of integrating psycho-emotional resilience principles into the university's educational process is presented in Figure 3.

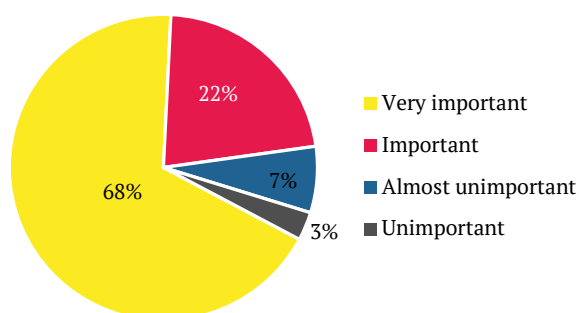


Figure 3. Assessment of necessity to integrate the principles of psycho-emotional resilience into the university's educational process

Source: developed by the authors based on survey results

As illustrated in Figure 3, the overwhelming majority of respondents (90%) recognise the importance of integrating psycho-emotional resilience into teaching and

learning, with 68% considering it very important and 22% important. Only a small proportion of respondents expressed a neutral or negative attitude toward this initiative. These results demonstrate a strong institutional demand for resilience-oriented educational transformation.

The question regarding respondents' readiness to study the "Resilient Teaching" training programme elicited a high level of interest. Over 70% of respondents expressed a desire to participate in training sessions on trauma-sensitive teaching. 78 respondents (20% of the total) were considering professional development under this programme. Only 39 respondents, or 10% of the total, did not express a desire to participate in the "Resilient Teaching" training programme. The detailed distribution of responses concerning readiness to participate in the programme is shown in Figure 4.

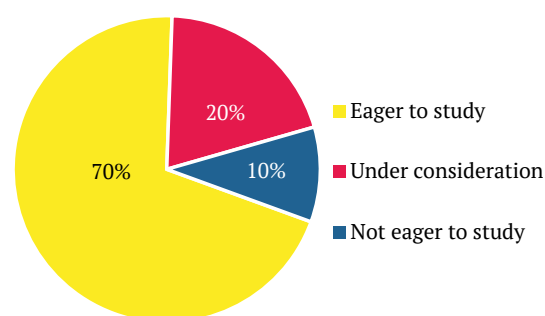


Figure 4. The respondents' readiness to study the "Resilient Teaching" training programme

Source: developed by the authors based on survey results

Figure 4 confirms a high level of motivation among respondents to enhance their professional competencies in resilience-based teaching. The majority demonstrate either a clear intention or openness to participation, while only a limited number of respondents remain uninterested. This indicates favourable conditions for implementing structured training initiatives within the university. Respondents were asked about TSAU's readiness to implement a trauma-sensitive approach during training and teaching. The distribution of responses regarding the university's institutional readiness is presented in Figure 5.

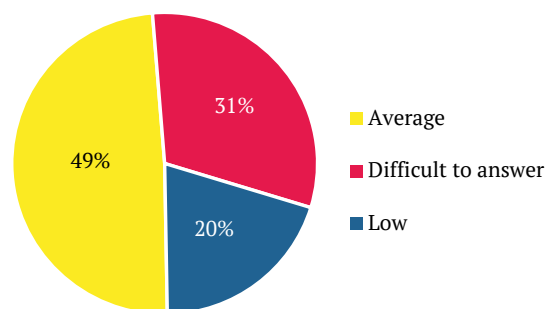


Figure 5. The TSAU's readiness to implement a trauma-sensitive approach

Source: developed by the authors based on survey results

As shown in Figure 5, almost half of the respondents (49%) assess the university's readiness to implement a trauma-sensitive approach as average. At the same time, 20% evaluate it as low, while 31% found it difficult to answer. The high percentage of respondents who selected "difficult to answer" may indicate insufficient awareness of institutional strategies and practices related to trauma-sensitive education. Overall, the results suggest the need for clearer communication, capacity-building, and systematic institutional support to strengthen readiness for implementing resilience-based teaching. Respondents were asked about TSAU's readiness to implement a trauma-sensitive

approach during training and teaching. A quantitative analysis of responses to this question indicates an average level of university readiness, as reported by 49% of respondents. The answer "difficult to answer" was chosen by 31% of respondents (121 respondents), indicating low awareness among participants in the educational process about trauma-sensitive education and resilience-based teaching. At the same time, 79 respondents (19%) assessed the university's readiness to implement a trauma-sensitive approach as "low". Respondents were asked to select several basic needs of the university, the satisfaction of which will allow raising trauma-sensitive education to the proper level (Table 1).

Table 1. Needs requiring resolution for the effective implementation of trauma-sensitive education at the university

Need	Number of respondents	Percentage of the total, %
Teacher training	273	69.8
Methodological recommendations	254	64.9
Administrative support for staff	191	48.8
Access to external experts	99	25.1
Technological resources	157	40.1

Source: developed by the authors based on survey results

According to respondents, the most important need is the training of qualified teachers who understand the principles of resilience-based teaching and apply them in the educational process. This was reported by 273 respondents, or 69.8% of the total. The preparation of relevant methodological recommendations is also a high priority, as noted by 64.9% of respondents. Almost half of respondents (48.8%) indicated the importance of support for resilience-based teaching from the university administration and access to technological resources (40.1% of respondents surveyed out of the total number of respondents). The significance of administrative support is also highlighted in the study by C. Blanco Fontao *et al.* (2026). The survey results indicate a high level of demand for systematic training and support in sustainable teaching, and the target audience's readiness to actively participate in implementing changes. This approach creates favourable conditions for implementing the project "Supporting Adaptive and Flexible Education for War-Affected Students in Ukraine" (SAFE LEARN).

Overall, the survey results demonstrate a strong interconnection between the negative impact of war on the educational process, respondents' psycho-emotional state, and the perceived necessity of institutional transformation. The data indicate not only a high level of stress and disruption but also a clear recognition of the importance of resilience-oriented teaching and a substantial willingness among respondents to engage in professional development. At the same time, the assessment of the university's readiness reveals structural and organisational gaps that require systematic support, training, and strategic coordination. These findings create an empirical foundation for implementing comprehensive resilience-based educational initiatives within the university.

DISCUSSION

Resilient teaching is based on the concept of ESD, which combines the responsible behaviour of individuals with the sustainable functioning of society. According to J.A. Vargas-Merino *et al.* (2024), its conceptual provisions are interdisciplinarity, system thinking, orientation to the long-term perspective and active student participation in the educational process. ESD contributes to the development of socio-emotional, cognitive and behavioural skills necessary to solve specific tasks of each of the SDG, which, in turn, increases the effectiveness of their achievement (Vnukova & Sotska, 2023). An important place in the concept of resilient teaching is occupied by the development of critical thinking, decision-making skills and awareness of one's own responsibility for the consequences of human activity. In this way, ESD prepares the younger generation to overcome modern challenges and contributes to the long-term sustainable development of society (Chaikovsky, 2023; Wahl & Rudinger, 2025).

M. Laufer *et al.* (2025) in their work emphasised that recent global crisis situations have intensified the need to reconsider existing procedures for organising the educational process, including the re-evaluation of long-established teaching practices in light of new technological advances. In the context of the implementation of the SDG (Cohen *et al.*, 2025), the informatisation of education and improvement of the quality of the educational process are of particular importance in Ukraine (Kurylo *et al.*, 2025), support for educational agents of change, creation of sustainable learning environments, improvement of coordination and integration between educational levels, as well as updating the content of educational reforms (Khmelevska, 2018). Researchers distinguish two main directions of ESD in

Ukraine, depending on the leading driving forces and the institutional centres of its implementation. The first direction concerns the implementation of the SDGs within the framework of formal education, primarily at higher education institutions during the professional training of pedagogical personnel, as well as in the sphere of informal education through the activities of out-of-school education institutions and public organisations. As I.M. Koreneva (2018) noted, the second direction focuses on the activities of non-governmental public organisations, which, on a voluntary basis, unite citizens around the values of sustainable development and civil society, laying the foundation for socially significant decisions.

Pedagogy of resilience (PR) complements the concept of ESD and focuses on the content of education, the ability of educational systems and participants in the educational process to adapt to changes and crisis situations. In the context of PR, scientists emphasise the importance of developing an integrated quality of the teacher's personality, often called "stress resistance", "emotional resistance", "teacher's resistance", or "professional resistance". It is embodied in the ability to overcome difficulties (Antonova, 2025), maintain dynamic balance (Trofaïla, 2020), resist the negative impact of stress factors (Tsybuliak & Bondarchuk, 2019), effectively perform one's professional duties while maintaining emotional and psychological balance (Tashkinova & Ponomarova, 2024), etc.

This is quite logical, because the quality of training of the younger generation and their impact on ensuring sustainable development of society largely depend on teachers who transfer their experience and prepare graduates for professional activity (Koreneva, 2018; Harashchuk & Kutsenko, 2019). At the same time, the professional activity of a teacher is often accompanied by stress factors (Kuzikova & Shcherbak, 2022), and is often oversaturated with stressful situations, including a high level of responsibility for teaching and educating students (Trofaïla, 2020). At the same time, the teacher's mental resources do not have time to fully recover before the start of a new working day, which leads to psychological discomfort and negatively affects physical, mental and professional health (Antonova, 2025).

The PR considers the educational space as an environment that supports psychological, social, and academic resilience. This allows teachers to provide psychological support and to develop emotional literacy and skills in managing stress and negative psycho-emotional states. In particular, through the implementation of the author's professional development programme for teachers "Resilient teaching in wartime conditions", developed by O. Tashkinova, & L. Ponomarova (2024); the use of practical methods that can help completely get out of a state of stress or alleviate its course (Antonova, 2025). At the same time, the selection and application of the most relevant and effective methods and approaches should be based on the current state of the problem under study, which is possible only through the implementation of the appropriate empirical research.

CONCLUSIONS

Thus, in the context of globalisation and rapid socio-technological changes, traditional teaching models need to be rethought. One of the promising areas is resilient teaching – an approach that integrates the principles of long-term effectiveness, social responsibility and environmental awareness into the educational process. The study enabled a comprehensive assessment of the state of sustainable teaching at Dmytro Motornyi Tavria State Agrotechnological University under wartime conditions.

The results of the empirical study indicated a systemic negative impact of military actions on learning and teaching at the university. The vast majority of respondents noted a decrease in motivation and academic performance, as well as a high level of psycho-emotional exhaustion. At the same time, respondents demonstrated a high level of readiness to implement adaptive and human-centred educational approaches and to participate in professional development programmes in resilient teaching. The obtained results provide a convincing evidence base for the implementation of international and Ukrainian projects aimed at developing sustainable, trauma-sensitive teaching. The implementation of such initiatives has the potential to become an important tool for preserving the quality of higher education, supporting the psycho-emotional well-being of the university community and forming sustainable educational systems in conditions of a prolonged crisis. The findings confirm that the integration of trauma-informed and resilience-oriented approaches is not merely desirable but objectively necessary under conditions of prolonged crisis. The results highlight the strategic role of higher education institutions in fostering psychologically safe and sustainable learning environments. Future research prospects involve the development and testing of sustainable teaching methods, along with the formulation of recommendations for integrating sustainability and trauma-sensitivity principles into the educational practices of Ukrainian universities.

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CONFLICT OF INTEREST

None.

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Дослідження стану стійкого викладання в університетах України

Анотація. В умовах повномасштабного вторгнення росії на територію України у 2022 році набули актуальності підходи до освіти, що забезпечують не лише якість навчання та викладання, а й адаптивність та підтримку учасників освітнього процесу. Метою статті було дослідити та оцінити рівень обізнаності викладачів і студентів Таврійського державного агротехнологічного університету щодо принципів сталого навчання та визначити необхідність їх упровадження в освітній процес. Методологія дослідження поєднувала аналіз і синтез наукових джерел для формування теоретичної основи з емпіричним етапом, що передбачав анонімне дистанційне анкетування викладачів і студентів за допомогою Google Forms. Опитування включало 29 тематичних запитань, що охоплювали соціальні питання, психоемоційний стан, інституційну підтримку та готовність до інновацій. Більшість опитаних повідомили про суттєвий негативний вплив сучасних кризових ситуацій на якість навчання та викладання (62 % опитаних) та їх психоемоційний стан (55 %). На важливість інтеграції психоемоційної стійкості у процес викладання та навчання в університеті вказало 90 % респондентів. Понад 70 % респондентів висловили бажання брати участь у тренінгах з травмачутливого викладання, зокрема у тренінговій програмі «Resilient Teaching». Під час опитування були виявлені найбільш актуальні питання, що потребують вирішення для ефективного впровадження травмачутливого підходу в освітній процес університету. Виявлено, що концепція «Освіта для сталого розвитку» та педагогіка стійкості забезпечує цілісний підхід до формування відповідального, свідомого та життестійкого громадянина. Наголошено на необхідності констатувального дослідження щодо стану готовності учасників освітнього процесу до впровадження стійкого, травмачутливого викладання. Практичне значення дослідження полягає у можливості використання отриманих результатів для розробки та впровадження програм травмачутливого та стійкого викладання в освітній процес закладів вищої освіти України

Ключові слова: освіта для сталого розвитку; психологія стійкості; освітній процес; інноваційні підходи; травмачутливе викладання