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Patterns of the influence of female teachers' psychological health on their social and psychological adaptation to global changes

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Abstract. Ukrainian society is currently undergoing deep transformations and significant socio-economic and political changes, driven by globalisation, economic instability, war, and migration processes. For the teaching community – predominantly composed of women who combine multiple social roles (professional, family-related, and civic-communicative) – constructive adaptation to new global realities has become an inevitable challenge. The aim of this article was to present the results of an empirical study and identify the patterns of influence of female teachers' psychological health on their socio-psychological adaptation to global changes. The study applied a combination of methods, including surveys, psychodiagnostic testing, and empirical data analysis using percentage distribution and correlation analysis. The findings indicated that 22.0% of female teachers are well adapted to current conditions, 26.4% showed above-average adaptation, while 24.5% experienced partial maladaptation, and 27.5% demonstrated marked socio-psychological maladaptation and required psychological support. Based on correlation analysis, it was concluded that psychological health determines the constructiveness of the personality's adaptation process to new circumstances. Statistical analysis revealed a psychological regularity: the better the psychological health of a female teacher, the more capable she is of adapting to change. Conversely, the more neurotic, depressive, pessimistic, aggressive, or rigid the teacher is, the lower her adaptive capacity. The data confirmed that the psychological foundation for activating a teacher's adaptive abilities lies in the integration of spiritual and moral qualities with volitional traits, cognitive flexibility, and vitality. The study supported the conclusion that psychological health defines a female teacher's capacity for constructive self-realisation and socio-psychological adaptation

Keywords: mental; teachers; spirituality; behavioural regulation; communicative competence; moral normativity

Introduction

The teaching profession demands a high level of self-regulation and adaptive capacity, especially under crisis conditions such as war, where educators bear responsibility not only for themselves but also for their

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students. Teachers constantly operate within a social environment and exert a subconscious influence on the psychological well-being of pupils and students. The educational sector in Ukraine is predominantly represented by women, who, amidst air raid alerts, are expected to accompany children to shelters, deliver online lessons, provide emotional support, and offer appropriate explanations of ongoing events. The challenge of adapting to global transformations becomes particularly acute for female educators, who frequently combine multiple social roles – professional, familial, pedagogical, and civic-communicative. The intersection of these roles often leads to the emergence of the so-called “double burden” phenomenon, which significantly complicates psychological harmonisation and increases the risk of crisis states. In this context, the adaptation of female educators is conceptualised as a dynamic process encompassing psychological, socio-cultural, and spiritual dimensions.

Several key problem areas are identified in the scholarly discourse. One of them is the double burden – defined as the necessity to function effectively in both professional and domestic domains. The high level of responsibility associated with managing family well-being alongside the quality organisation and implementation of the educational process contributes to chronic psychological fatigue and increased anxiety (Kostruba & Kostruba, 2024). Another aspect involves forced migration and wartime trauma, which create a psychological imbalance due to the loss of social ties, disruption of familiar environments, and the need to integrate into new communities. The war has generated unprecedented challenges to psychological adaptation. Research conducted by V. Pundiev & K. Volska (2024) showed that women are faced with multiple psychological traumas and material instability. However, their resilience is supported by reference groups, non-governmental organisations, and psychological interventions.

It is also crucial to highlight the impact of digitalisation – emergence of new forms of employment and remote interaction, which, on the one hand, broaden opportunities for self-realisation, yet on the other, contribute to information overload and professional burnout. According to M. Dvornyk & M. Sliusarevskiy (2025), digital technologies exert an ambivalent influence: they enable flexible learning and professional development, yet blur boundaries between work and private life, thus intensifying the risk of burnout among female teachers. In light of the above, the central research question arises: how can female educators constructively adapt to global changes while preserving their psychological health, personal identity, and capacity for self-realisation?

Socio-psychological adaptation has been widely explored in academic literature and is characterised by a set of specific features determined by the nature of the teaching profession. For instance, D. Astanova (2022) conceptualised psychological adaptation in teachers as

the capacity to adjust constructively to educational processes and to perform leadership functions. The scholar emphasised that the development of teachers’ adaptive capacities is primarily determined by their sense of responsibility. Subaidah & A. Rizquha (2023) identified self-awareness and social abilities as core psychological mechanisms in developing a teacher’s adaptive potential. Through self-awareness, individuals gain access to a holistic understanding of the new environment they must adjust to, while social skills – such as communicativeness and sociability – enhance their capacity for integration into unfamiliar social contexts. Other researchers have noted that educators adapt to innovations through active self-directed learning, driven by strong intrinsic motivation and activation of psychological adaptation mechanisms (Nguyen & Duong, 2022).

There are numerous approaches to understanding the factors and mechanisms that contribute to the development of teachers’ adaptive abilities. S. Maksymenko *et al.* (2021) emphasised the critical role of psychological health as a key determinant in the process of socio-psychological adaptation. Psychological health, in their view, extends beyond the boundaries of mental health and is intrinsically linked to spirituality – namely, morality, humanity, and conscience. Psychological health is defined as the harmonious interaction between an individual’s psychophysiological, mental, social, and spiritual subsystems. It represents a multilevel structure encompassing biological, psychological, mental, social, and spiritual dimensions of personality functioning. As a dynamic, integrative system, it ensures personal integrity and facilitates an active lifestyle and effective self-realisation. At the biological level, psychological health ensures the coherence of bodily functions; at the mental level, it includes cognitive, emotional, and volitional well-being, mental resilience, and behavioural self-regulation. At the social level, it enables a person to maintain harmony with the environment and with others. One of the key functions of psychological health is self-regulation and maintaining a dynamic balance between the individual and their environment (Pavlyk, 2023). Under the conditions of prolonged war – which poses a direct threat to life – there has been a marked deterioration in the psychological health of the Ukrainian population. This decline is largely a consequence of emotional burnout resulting from chronic stress. According to L.M. Karamushka (2023), indicators of impaired psychological health include chronic fear, anxiety, depression, excessive worry, emotional suppression, irritability, and outbursts of aggression. These symptoms block the realisation of personal potential and significantly lower quality of life.

Conversely, the general indicator of psychological well-being is inner harmony, positivity, creative inspiration, and the ability to engage in spiritual and moral self-regulation. In the educational context, the psychological health of a female teacher determines her

readiness to support her students. When she is in a positive mental state, she is capable of inspiring and motivating her pupils. In contrast, a teacher's pathogenic emotional state tends to induce similar emotions in students, which negatively affects the overall moral climate of the classroom. The preservation of psychological health as a foundation for a teacher's adaptive potential remains one of the most pressing socio-psychological issues of our time. The purpose of this article was to explore the regularities governing the impact of psychological health on the socio-psychological adaptability of female teachers in the face of current global challenges.

Materials and Methods

Based on a theoretical analysis, a structural model of psychological health was developed, comprising four hierarchical components: spiritual-meaning, social, mental, and psychosomatic. Each component was operationalised through a set of dichotomous criteria, reflecting both constructive and destructive manifestations. The spiritual-meaning component encompassed such indicators as moral self-reflection, optimistic worldview, personal responsibility, and creative self-actualisation. Its opposite traits included lack of self-awareness, pessimism, external locus of control, and unrealised creative potential. The social component was characterised by social adaptability, decentration, benevolence, and tolerance to frustration. In contrast, social maladaptation, egocentrism, aggressiveness, and frustration intolerance were identified as its antithetical indicators. The mental component included cognitive flexibility, emotional stability, self-control, and stress resilience. Opposing traits were represented by rigidity, emotional lability, weak volition, and neuroticism. The psychosomatic component comprised positive physical well-being, high activity levels, positive mood, and healthy lifestyle habits. Its inverse manifestations were described as poor physical condition, passivity, negative mood, and harmful behavioural patterns.

According to the defined criteria, a set of psychodiagnostic scales was developed and integrated into the "Personality Psychological Health" questionnaire, which allowed for the assessment of each criterion, the level of development of each component, and an integrated psychological health index, determined by the cumulative level of all components. The questionnaire consisted of 160 items (five psychodiagnostic statements for each criterion) (Pavlyk, 2023). For example, the item: "I have a personal hobby that I devote a lot of time to" corresponds to the scale "Creative Realisation." Participants were instructed as follows: "Please assess your level of agreement with each statement: 0 – completely disagree; 1 – partially agree (sometimes true); 2 – completely agree." The validity of the author-developed questionnaire was assessed using the cross-sectional test-retest method. Correlation coefficients between the first and second measurements ranged from 0.60

to 0.85 ($p \leq .001$), indicating a high level of reliability.

The assessment of female teachers' socio-psychological adaptability was conducted using the standardised "Adaptability" diagnostic method, which made it possible to determine their adaptive potential across the following criteria: Behavioural Regulation, Communicative Competence, Moral Normativity, and an additional indicator – Suicidal Risk. An additional measure was introduced to assess teachers' readiness to teach worldview-related content, using the following survey item: "How prepared are you to talk to students about global changes – to teach the material and respond to complex questions?" Responses were recorded on a 10-point Likert scale (1 = not at all prepared; 10 = fully prepared).

The classification of research results was based on four levels of psychological health and socio-psychological adaptability: low, below average, above average, and high. In 2023, an empirical study was conducted involving 95 female teachers aged 19 to 66 from Kyiv and Kremenchuk, Ukraine. At the time of the study, participants had already experienced three consecutive years of prolonged stress – two years of the COVID-19 pandemic, followed by one year of full-scale war. The study was carried out through psychodiagnostic testing in a mixed format (both online and offline).

Data analysis involved the calculation of percentage distributions. These were derived by computing the proportion of respondents who demonstrated a specific level of expression of the studied psychological phenomena.

$$x(\%) = \frac{a \cdot 100\%}{n}, \quad (1)$$

where n denotes the total number of respondents and a represents the number of respondents within a specific level (low, below average, above average, or high).

To establish psychological patterns in the influence of female teachers' psychological health on their socio-psychological adaptability to global changes, the empirical data were subjected to statistical analysis using the method of correlation analysis. The study identified statistically significant correlations between indicators of psychological health and measures of individual adaptive potential. The percentage distribution of psychological health levels was reported in a prior publication (Pavlyk, 2025). The study was conducted in accordance with the ethical principles outlined in the Declaration of Helsinki (2013). Participation in the research was voluntary, and individual results remained confidential. Participants were offered free psychological consultations, which served as an incentive for their engagement in the testing process.

The research was carried out in three stages:

Stage I (March-April 2023): Psychodiagnostic data collection (testing).

Stage II (May-June 2023): Data processing and statistical analysis.

Stage III (June-July 2023): Psychological counselling sessions (optional).

Results and Discussion

According to the results of the study, more than one-third of respondents demonstrated a high level of psychological health, which creates favourable psychological conditions for successful socio-psychological adaptation. Nearly one-fourth of female educators had an above-average level of psychological health, while more than one-third of participants showed below-average or low levels of psychological well-being (Pavlyk, 2025).

These findings suggest that at least one-third of female teachers are in need of psychological support, as they lack sufficient internal resources to effectively cope with the challenges of modern life and the prolonged stressors associated with war, instability, and systemic change. The percentage distribution of adaptive potential levels (Fig. 1) shows that female educators were nearly evenly distributed across the different levels of adaptation to current conditions. This indicates a high degree of variability in individual adaptation capacity, reflecting both the strengths and vulnerabilities within the educational community during crisis periods.

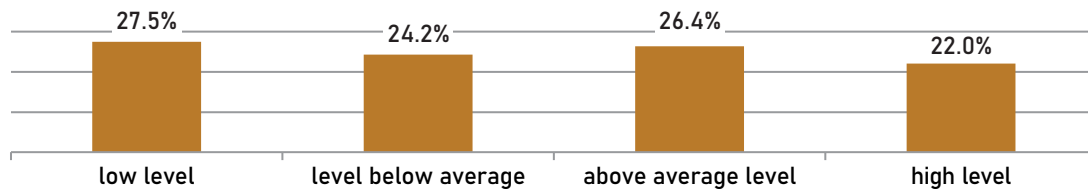


Figure 1. Percentage distribution of adaptive potential levels among female educators

Source: compiled by the authors

However, it should be noted that the percentage of well-adapted teachers is lower than the percentage of those who are fully maladjusted. The analysis of the research results allows us to state that the most stress-resistant, adaptive, and creative group is represented by female educators aged 25-9. Psychological adaptation is most challenging for young teachers due to underdeveloped behavioural self-regulation and a lack of life experience. Hence, the conclusion: a significant portion of female educators (almost half) require psychological support to improve their level of socio-psychological adaptation. This fact highlights the relevance of developing psychological support

programs for professional and pedagogical activity, which would promote the development of psychological-adaptive mechanisms by strengthening the psychological health of female educators.

Through correlation analysis of the empirical data, patterns were identified regarding the influence of psychological health indicators on the specifics of socio-psychological adaptation among female educators. Significant positive correlations between personal adaptive potential and the integral index of psychological health, as well as all of its components, indicated a strong interrelation between these two psychological phenomena (Table 1).

Table 1. Correlation coefficients between indicators of personal adaptive potential and indicators of psychological health

Psychological Health Indicators	Indicators of socio-psychological adaptability					
	Adaptive potential	Behavioural regulation	Moral normativity	Communicative competence	Suicidal risk	Readiness to teach worldview topics
Psychological health	0.68	0.69		0.48	-0.57	0.28
Spiritual-meaningful component	0.60	0.58		0.46	-0.55	0.36
Social component	0.56	0.49	0.29	0.39	-0.38	
Mental component	0.60	0.69		0.36	-0.57	0.23
Psychosomatic component	0.62	0.67		0.35	-0.56	
Spiritually optimistic worldview	0.36	0.33		0.37	-0.24	0.35
Pessimistic worldview	-0.54	-0.55		-0.40	0.64	-0.23
Unawareness	-0.55	-0.49	-0.31	-0.36	0.35	-0.30
External locus of control	-0.40	-0.34	-0.25	-0.25	0.29	
Creative self-realisation	0.37	0.43		0.35	-0.46	0.32
Social maladjustment	-0.55	-0.52		-0.48	0.57	-0.37
Egocentrism	-0.38	-0.27	-0.35	-0.22		
Benevolence	0.34	0.23		0.34		
Aggressiveness	-0.59	-0.41	-0.54	-0.36	0.30	

Table 1. Continued

Psychological Health Indicators	Indicators of socio-psychological adaptability					
	Adaptive potential	Behavioural regulation	Moral normativity	Communicative competence	Suicidal risk	Readiness to teach worldview topics
Frustration	-0.56	-0.62		-0.32	0.43	
Cognitive flexibility	0.45	0.53		0.40	-0.48	0.21
Rigidity	-0.46	-0.41	-0.24	-0.31	0.42	
Emotional control	0.42	0.51		0.36	-0.46	
Emotional lability	-0.57	-0.55	-0.26	-0.35	0.62	
Self-control	0.40	0.55			-0.52	0.26
Weak will	-0.55	-0.61		-0.30	0.49	
Stress resistance		0.38			-0.35	
Neuroticism	-0.58	-0.67		-0.30	0.57	-0.22
Energy	0.47	0.57		0.33	-0.45	
Lethargy	-0.61	-0.76		-0.27	0.61	
Activity	0.39	0.44		0.34	-0.37	0.21
Passivity	-0.61	-0.53		-0.50	0.53	-0.23
Good mood	0.42	0.57		0.25	-0.56	
Depression	-0.54	-0.64		-0.33	0.71	-0.29
Healthy habits	0.33	0.37				
Harmful habits	-0.59	-0.53	-0.35	-0.36	0.44	0.28
Behavioural regulation	0.79			0.39	-0.64	
Moral normativity	0.59			0.31		
Communicative competence	0.76	0.39	0.31		-0.44	-0.22
Suicidal risk	-0.62	-0.64		-0.44		

Source: compiled by the authors

The most significant positive correlations of personal adaptive potential were observed with the following indicators of psychological health: cognitive flexibility, energy, positive mood, emotional control, self-regulation, spiritually optimistic worldview, benevolence, and healthy habits. Equally meaningful were the negative correlations between adaptive potential and such indicators as: lethargy, passivity, depression, harmful habits, neuroticism, frustration, egocentrism, aggressiveness, emotional lability, rigidity, weak will, pessimistic worldview, lack of life awareness, external locus of control, and lack of creative self-realisation. Based on the analysis of correlation relationships, it was concluded that all components of psychological health act as determinants of socio-psychological adaptation. The underdevelopment of any component of psychological health results in the absence of a well-functioning psychological self-regulation mechanism, which hinders the process of psychological adaptation.

The analysis of correlations between indicators of socio-psychological adaptability and indicators of psychological health made it possible to identify key psychological patterns of adaptation in female educators to global changes. The key indicator of personal adaptive potential was behavioural regulation, which showed the highest correlation coefficients with all components of psychological health, particularly with the following constructive traits: energy, activity, positive mood, self-control, stress resistance, cognitive flexibility, creative realisation, and spiritually optimistic

worldview. These qualities correspond to the psychological, psychosomatic, and spiritual-meaning components, and form the basis of personal psychological self-regulation. Significant negative correlations of behavioural regulation were observed with lethargy, neuroticism, depression, frustration, weak will, emotional lability, passivity, harmful habits, lack of life awareness, and rigidity. These findings suggest that deficits in psychological health lead to an undeveloped mechanism of psychological self-regulation, which hinders an individual's adaptation to new living conditions.

The leading functions in the process of socio-psychological adaptation of female educators are performed by cognitive flexibility, spiritually optimistic worldview, self-control, positive mood, and energy. The criterion of communicative competence was found to be less dependent on psychological health, although it demonstrated moderate correlations with its components and individual indicators such as cognitive flexibility, emotional control, social adaptability, benevolence, and activity. This allowed for the classification of communicative competence as a secondary criterion of socio-psychological adaptation in female educators. The criterion of moral normativity was found to be largely independent of psychological health. It did not correlate with either the spiritual-meaning or psychological components, and showed only a slight association with the social component, indicating a minor influence of moral norms on an individual's social status. A noteworthy pattern was the complete absence of

correlation between moral normativity and behavioural regulation, with only a minimal connection observed between moral normativity and communicative competence. This is understandable, given that pedagogical education traditionally emphasises the development of moral values and communication skills in future educators. However, the findings suggest that internalisation of external moral rules alone does not ensure the full formation of the psychological mechanism of behavioural self-regulation.

Negative correlations of moral normativity were found with aggressiveness, egocentrism, and the presence of harmful habits. This is consistent with theoretical expectations, as the adoption of moral norms tends to restrain egocentric and aggressive behaviours and supports the reduction of harmful tendencies. The correlation analysis thus demonstrated that moral normativity can serve as a suppressor of aggressive tendencies, moderately influencing the restraint of egocentrism and harmful habits, but does not contribute to the holistic development of the psychological mechanism of behavioural self-regulation. Based on the statistical analysis of empirical data, it can be argued that moral normativity provides an individual only with external behavioural guidelines for communicative actions. In contrast, it is the internal psychological mechanism of moral self-regulation that contributes to the development of moral behaviour. Therefore, the formation of such a mechanism should be grounded not only in the acquisition of external moral norms, but also in the development of spiritual and moral values, which subsequently become a core part of the personality and ensure moral conduct during adaptation to new living conditions. From this, we conclude that the internalisation of social moral norms is only partially related to the state of an individual's psychological health. Consequently, for the optimisation of the socio-psychological adaptation process, it is essential to cultivate intrapersonal spiritual-meaning determinants of psychological self-regulation in future female educators.

It may be assumed that psychological health influences behavioural regulation primarily outside the social context. This assumption is supported by the finding of only a weak correlation between psychological health and moral normativity. Therefore, social support in the adaptation process of female teachers to new life conditions plays a secondary role, in comparison to intrapersonal factors. As a result, pedagogical education should be based on a system of psychological interventions aimed at the development of the female teacher's personality across all levels – from spiritual-meaning to psychosomatic.

The suicidal risk indicator showed significant negative correlations with the psychological and spiritual-meaning components of psychological health. Specifically, it was found that the intrapersonal basis of suicidal risk includes depressiveness, pessimistic

worldview, emotional lability, social maladaptation, neuroticism, weak will, passivity, lack of creative self-realisation, frustration, and rigidity of personality. Timely psychodiagnostics of these traits is essential for identifying at-risk groups for suicidal behaviour, especially among women facing life challenges. Based on the presented statistical analysis, it is hypothesised that the development of psychological self-regulation – through cultivating a spiritually meaningful outlook on life, fostering an optimistic worldview, and achieving creative self-actualisation – represents a psychological direction for suicide prevention.

The confirmation of statistically significant correlations between the adaptive potential indicators and all criteria of psychological health provides a foundation for the conclusion that the state of psychological health determines an individual's socio-psychological adaptation to new life conditions. An interesting finding is that female teachers' psychological readiness to teach worldview-oriented material related to global changes had a positive correlation only with the spiritual-meaning component of psychological health – specifically with life awareness and creative self-realisation. This indicates the leading role of this component in the psychological adaptation process of the educator. It was also established that social maladaptation hinders the female teacher's ability to present worldview-related content to students. The readiness to teach worldview material and to respond to complex questions is based on a mechanism of spiritual-psychological regulation, which develops through the actualisation of spiritual-meaning qualities such as responsibility, optimism, and creative fulfilment.

Hence, to develop psychological readiness for delivering worldview-oriented instruction, the teacher must possess a clear self-awareness, an understanding of her place in the world, a spiritually optimistic worldview, be socially adapted, demonstrate personal responsibility, and avoid externalising blame. Based on the study, it was found that the state of psychological health in female teachers significantly influences their adaptation to new life conditions. Most notably, psychological well-being affects the development of self-regulation of behaviour and serves as a protective factor against suicidal risk.

Correlation coefficients between indicators of female teachers' psychological health and their socio-psychological adaptation are presented in Tables 2-3. The integrated indicator of psychological health showed significant positive correlations with all measures of adaptive potential. The most pronounced positive correlations were observed with behavioural regulation and communicative competence, while a significant negative correlation was identified with suicidal risk, confirming the determinative function of psychological health in the process of psychological adaptation. Among individual indicators, the most prominent positive correlations with adaptive potential

were found in cognitive flexibility, energy levels, and a spiritually optimistic worldview. This leads to another psychological pattern: flexible thinking, supported by spiritual and psychosomatic energy potential, appears to be the key psychological mechanism in the development of adaptive capacities.

Of particular note is the presence of pathogenic symptom complexes – destructive psychological health criteria that are closely interrelated and

negatively correlated with the indicators of personal adaptive potential. The first such symptom complex is reflected in the significant inter-correlations between neurotic traits such as neuroticism, emotional lability, depression, pessimism, lethargy, passivity, lack of willpower, frustration, and aggression. These factors significantly hinder the creative self-realisation of the teacher and are negatively associated with adaptive potential (see Table 2).

Table 2. Significant correlation coefficients between indicators of female teachers' psychological health criteria

Indicators of adaptive potential and psychological health	Indicators of psychological health												
	General indicator of psychological health	Spiritual-optimistic worldview	Responsibility	Externality	Creative self-realisation	Social adaptation	Decentration	Egocentrism	Benevolence	Aggressiveness	Tolerance	Frustration	Cognitive flexibility
Adaptive potential	0.68	0.36		-0.40	0.21	-0.55		-0.38	0.34	-0.59		-0.56	0.45
Behavioral regulation	0.68			-0.34	0.25	-0.52		-0.27	0.23	-0.41	0.21	-0.62	0.53
Moral normativity	0.68			-0.25				-0.35		-0.54			
Communicative competence	0.68	0.37		-0.25		-0.48		-0.22	0.34	-0.36		-0.32	0.40
Suicidal risk	0.68	-0.24		0.29	-0.33	0.57				0.30		0.43	-0.48
Spiritual-optimistic worldview	0.42				0.38	-0.33	0.32	-0.28	0.56	-0.35	0.30	-0.28	0.61
Pessimistic worldview	-0.60	-0.53		0.32	-0.39	0.56			-0.28	0.33	-0.21	0.40	-0.60
Self-reflection	0.28		0.45		0.33		0.41				0.56		
Lack of awareness	-0.58	-0.26		0.24	-0.22	0.52		0.31		0.42		0.49	-0.23
Responsibility	0.27			-0.36	0.28		0.52		0.33	-0.23	0.45		0.22
Externality	-0.50		-0.36				-0.26	0.33	-0.25	0.40	-0.28	0.40	-0.25
Creative self-realisation	0.54	0.38	0.28			-0.30	0.29		0.48	-0.26	0.44	-0.35	0.51
Lack of creative self-realisation	-0.60	-0.41	-0.28	0.26	-0.66	0.35		0.23	-0.48	0.40	-0.39	0.33	-0.57
Social adaptation	0.51	0.44	0.41	-0.22	0.44	-0.54	0.38		0.45	-0.27	0.40		0.56
Decentration	0.30	0.32	0.52	-0.26	0.29			-0.22	0.52	-0.35	0.53		0.31
Egocentrism	-0.49	-0.28		0.33			-0.22		-0.30	0.56	-0.25	0.57	-0.22
Benevolence	0.47	0.56	0.33	-0.25	0.48		0.52	-0.30		-0.52	0.48	-0.25	0.53
Aggressiveness	-0.55	-0.35	-0.23	0.40	-0.26	0.22	-0.35	0.56	-0.52		-0.28	0.45	-0.41
Tolerance	0.43	0.30	0.45	-0.28	0.44		0.53	-0.25	0.48	-0.28		-0.33	0.46
Frustration	-0.68	-0.28		0.40	-0.35	0.36		0.57	-0.25	0.45	-0.33		-0.47
Cognitive flexibility	0.62	0.61	0.22	-0.25	0.51	-0.45	0.31	-0.22	0.53	-0.41	0.46	-0.47	
Rigidity	-0.55			0.28	-0.24			0.60	-0.22	0.44	-0.14	0.59	-0.31
Emotional control	0.68	0.42	0.25	-0.21	0.48	-0.46	0.29	-0.39	0.54	-0.42	0.45	-0.47	0.64
Emotional lability	-0.64	-0.26		0.28	-0.37	0.39		0.42	-0.32	0.52	-0.25	0.50	-0.46
Self-control	0.65	0.38	0.31	-0.45	0.51	-0.52	0.33		0.41	-0.38	0.40	-0.45	0.60
Weak will	-0.67	-0.30		0.46	-0.32	0.48		0.28		0.36		0.50	-0.37
Stress resistance	0.57	0.41	0.29		0.49	-0.40	0.31	-0.23	0.37	-0.21	0.54	-0.42	0.61
Neuroticism	-0.62			0.26	-0.29	0.49		0.40		0.40		0.54	-0.32
Energy	0.63	0.51		-0.38	0.45	-0.42		-0.25	0.40	-0.28	0.25	-0.39	0.53
Lethargy	-0.63	-0.24		0.38		0.37		0.35		0.40		0.53	-0.46
Activity	0.59	0.51	0.21		0.56	-0.55	0.22		0.44		0.42	-0.28	0.55
Passivity	-0.62	-0.34		0.37	-0.33	0.64				0.29		0.42	-0.43
Positive mood	0.62	0.46	0.21	-0.36	0.47	-0.43	0.27	-0.25	0.50	-0.36	0.28	-0.44	0.67
Depressiveness	-0.66	-0.38		0.24	-0.47	0.56		0.22	-0.36	0.39		0.46	-0.58
Healthy habits	0.54	0.40		-0.24	0.28	-0.32	0.26	-0.41	0.39	-0.44	0.32	-0.37	0.44
Harmful habits	-0.62			0.31	-0.28	0.47		0.41		0.49		0.50	-0.29

Source: compiled by the author

In contrast to the aforementioned negative traits, such indicators of psychological health as energetic disposition, activity, positive mood, cognitive flexibility, stress resistance, emotional and behavioral self-control also show strong intercorrelations and have significant positive correlations with indicators of the individual's adaptive potential (Table 3). These correlations point

to a psychological regularity: the higher the level of psychological health (including cognitive flexibility, self-control, energy, optimism), the more capable a female teacher is of adapting to new, complex living conditions. Conversely, the more neurotic, passive, depressive, pessimistic, aggressive, or rigid a female teacher is, the lower her adaptive potential.

Table 3. Significant correlation coefficients of female teachers' psychological health indicators

Indicators of adaptive potential and psychological health	Indicators of Psychological Health													
	Rigidity	Emotional control	Emotional lability	Self-control	Weak willpower	Stress resilience	Neuroticism	Energy	Activity	Passivity	Positive mood	Depressiveness	Healthy habits	Harmful habits
Adaptive potential	-0.46	0.42	-0.57	0.40	-0.55	0.21	-0.58	0.47	0.39	-0.61	0.42	-0.54	0.33	-0.59
Behavioral regulation	-0.41	0.51	-0.55	0.55	-0.61	0.38	-0.67	0.57	0.44	-0.53	0.57	-0.64	0.37	-0.53
Moral normativity	-0.24		-0.26							-0.22				-0.35
Communicative competence	-0.31	0.36	-0.35		-0.30		-0.30	0.33	0.34	-0.50	0.25	-0.33		-0.36
Suicidal risk	0.42	-0.46	0.62	-0.52	0.49	-0.35	0.57	-0.45	-0.37	0.53	-0.56	0.71		0.44
Spiritual-optimistic worldview		0.42	-0.26	0.38	-0.30	0.41		0.51	0.51	-0.34	0.46	-0.38	0.40	-0.20
Pessimistic worldview	0.31	-0.45	0.54	-0.53	0.49	-0.32	0.37	-0.47	-0.56	0.52	-0.55	0.61	-0.37	0.38
Self-reflection	0.35	-0.29	0.41	-0.34	0.51		0.54		-0.26	0.45	-0.25	0.37	-0.31	0.54
Lack of awareness		0.25		0.31		0.29			0.21		0.21			
Responsibility	0.28	-0.21	0.28	-0.45	0.46		0.26	-0.38		0.37	-0.36	0.24	-0.24	0.31
Externality	-0.24	0.48	-0.37	0.51	-0.32	0.49	-0.29	0.45	0.56	-0.33	0.47	-0.47	0.28	-0.28
Creative self-realisation	0.32	-0.51	0.50	-0.46	0.36	-0.49	0.38	-0.49	-0.56	0.43	-0.51	0.55		0.38
Lack of Creative self-realisation		0.53	-0.39	0.53	-0.28	0.51		0.42	0.53	-0.38	0.46	-0.36	0.27	
Social adaptation		-0.46	0.39	-0.52	0.48	-0.40	0.49	-0.42	-0.55	0.64	-0.43	0.56	-0.32	0.47
Decentration		0.29		0.33		0.31			0.22		0.27		0.26	
Egocentrism	0.60	-0.39	0.42		0.28	-0.23	0.40	-0.25			-0.25	0.22	-0.41	0.41
Benevolence	-0.22	0.54	-0.32	0.41		0.37		0.40	0.44		0.50	-0.36	0.39	
Aggressiveness	0.44	-0.42	0.52	-0.38	0.36	-0.21	0.40	-0.28		0.29	-0.36	0.39	-0.44	0.49
Tolerance		0.45	-0.25	0.40		0.54		0.25	0.42		0.28		0.32	
Frustration	0.59	-0.47	0.50	-0.45	0.50	-0.42	0.54	-0.39	-0.28	0.42	-0.44	0.46	-0.37	0.50
Cognitive flexibility	-0.31	0.64	-0.46	0.60	-0.37	0.61	-0.32	0.53	0.55	-0.43	0.67	-0.58	0.44	-0.29
Rigidity		-0.50	0.62	-0.21	0.26	-0.23	0.45	-0.33			-0.38	0.51	-0.30	0.38
Emotional control	-0.50		-0.60	0.57	-0.32	0.56	-0.47	0.50	0.54	-0.30	0.69	-0.57	0.47	-0.31
Emotional lability	0.62	-0.60		-0.51	0.38	-0.35	0.58	-0.48	-0.44	0.40	-0.58	0.67	-0.29	0.44
Self-control	-0.21	0.57	-0.51		-0.59	0.52	-0.47	0.54	0.45	-0.50	0.62	-0.50	0.35	-0.39
Weak will	0.26	-0.32	0.38	-0.59		-0.25	0.56	-0.47	-0.36	0.63	-0.42	0.44	-0.32	0.66
Stress resistance	-0.23	0.56	-0.35	0.52	-0.25		-0.35	0.45	0.52	-0.33	0.42	-0.35	0.31	
Neuroticism	0.45	-0.47	0.58	-0.47	0.56	-0.35		-0.43	-0.31	0.48	-0.45	0.64	-0.23	0.59
Energy	-0.33	0.50	-0.48	0.54	-0.47	0.45	-0.43		0.65	-0.51	0.69	-0.54	0.35	-0.39
Lethargy	0.52	-0.43	0.60	-0.44	0.56	-0.32	0.69	-0.59	-0.37	0.44	-0.53	0.66	-0.30	0.54
Activity	-0.20	0.54	-0.44	0.45	-0.36	0.52	-0.31	0.65		-0.57	0.55	-0.50	0.38	-0.31
Passivity		-0.30	0.40	-0.50	0.63	-0.33	0.48	-0.51	-0.57		-0.42	0.45	-0.29	0.59
Positive mood	-0.38	0.69	-0.58	0.62	-0.42	0.42	-0.45	0.69	0.55	-0.42		-0.70	0.41	-0.41
Depressiveness	0.51	-0.57	0.67	-0.50	0.44	-0.35	0.64	-0.54	-0.50	0.45	-0.70		-0.28	0.45
Healthy habits	-0.30	0.47	-0.29	0.35	-0.32	0.31	-0.23	0.35	0.38	-0.29	0.41	-0.28		-0.35
Harmful habits	0.38	-0.31	0.44	-0.39	0.66		0.59	-0.39	-0.31	0.59	-0.41	0.45	-0.35	

Source: compiled by the author

The second symptom complex is associated with egocentrism, which demonstrated strong correlations with rigidity, aggressiveness, emotional lability, neuroticism, harmful habits, externality, and lack of life awareness. Egocentrism had a negative impact on both the psychological and spiritual-meaning components of psychological health, as well as on the individual's adaptive potential. In particular, a negative correlation was observed between egocentrism and the teacher's moral normativity, behavioural self-regulation, and communicative competence. Based on the analysis of correlation links, it can be stated that egocentrism is a central pathogenic trait that hinders both the development of adaptive capacities and the harmonisation of an individual's psychological health. Therefore, overcoming egocentrism through the development of decentration is a foundational aspect of conscious self-development, especially during crisis periods and in the process of adapting to new life circumstances. Another important personality characteristic that hinders adaptation is stress intolerance – a high level of frustration tension in complex social situations. The indicator of frustration showed strong correlations with rigidity, egocentrism, neuroticism, weak willpower, aggressiveness, externality, and pessimism. Frustration, which is a consequence of stubbornness and cognitive rigidity, negatively affected all components of the individual's adaptive potential and contributed to the development of suicidal risk in difficult life circumstances.

It was revealed that there is a reciprocal influence between pronounced egocentrism and frustration intolerance. In contrast, the opposite quality – frustration tolerance – demonstrated strong positive correlations with all components of psychological health, particularly with stress resilience, cognitive flexibility, and activity. Based on this, the conclusion was drawn that the effect of self-regulation in situations of frustration is ensured through a strong association of this quality with spiritual-moral regulatory mechanisms: self-reflection, decentration, benevolence, and responsibility. Psychological adaptation of female teachers to war conditions therefore requires overcoming egocentrism through the development of decentration, responsibility, self-reflection, and cognitive flexibility. An equally noteworthy correlation pattern was observed for the criterion of psychological health referred to as creative selfrealisation. It demonstrated positive correlations with a system of positive cognitive-emotional-volitional qualities (cognitive flexibility, selfcontrol, stress resilience, activity, benevolence, positive mood, and vigour), which also influenced female teachers' readiness to teach worldviewrelated content to their students. Conversely, creative nonrealisation negatively affected the psychological and psychosomatic components of psychological health, reduced behavioural regulation and communicative competence, and contributed to the development of emotional lability, aggressiveness,

pessimism, and suicidal risk. Therefore, one of the effective directions for actualising the adaptive potential of female teachers is the development of cognitive flexibility through their involvement in creative activity and actualisation of their creative abilities.

The negative effect of externality on adaptive abilities is also of particular interest. Correlation analysis showed that an external locus of control reduces the individual's adaptive potential, in particular – behavioural regulation, moral normativity, and communicative competence – substantially deteriorates psychological health, and promotes increased weak will, aggressiveness, and frustration in problematic social situations. In contrast, the opposite personal quality – responsibility – showed positive correlations with decentration, selfreflection and benevolence, which contribute to the development of stress resilience and frustration tolerance. Based on the conducted empirical study, a set of psychological regularities was identified. It was established that the higher the level of psychological health of a female teacher – particularly her cognitive flexibility, selfcontrol, vigour, and optimism – the greater her capacity to adapt to new conditions of existence. Conversely, female teachers characterised by heightened neuroticism, depressiveness, pessimism, aggressiveness, and rigidity demonstrated a significantly lower potential for adaptive functioning.

In the process of developing psychological readiness to teach worldviewrelated content, the leading function was performed by the spiritual-meaning component of psychological health and by the teacher's cognitive flexibility. Egocentrism was found to be the central pathogenic personality characteristic that hindered both the development of adaptive abilities and the harmonisation of psychological health: the higher the level of egocentrism, the more difficult it was for an individual to adapt to new life conditions. Stress intolerance impeded the actualisation of adaptive potential in female teachers and contributed to suicidal risk under difficult life circumstances. Psychological health was found to influence behavioural regulation predominantly outside the social context, as moral normativity – i.e., adherence to social moral norms – did not ensure the development of behavioural selfregulation. The effect of selfregulation in complex social situations was provided by a set of spiritual regulators based on the unity of selfreflection, decentration, responsibility, benevolence, and optimism combined with volitional selfcontrol and cognitive flexibility.

Analysis of the correlation patterns allowed us to conclude that the determinants of developing the adaptive potential of female teachers are the combinations of spiritual-moral qualities and emotional-volitional qualities, which constitute the foundations of the mechanism of psychological selfregulation. In contrast, the determinants of sociopsychological maladaptation are predominantly pathogenic emotional states and

volitional deviations of the personality. Thus, the statistical analysis of the empirical data confirmed that psychological health is the basis for the development of the individual's adaptive potential.

Certain aspects of the influence of psychological health on the state of a teacher's socio-psychological adaptation find support in contemporary scientific research. Many scholars focus attention on psychosomatic factors – such as endurance, vigour, positive mood, and a healthy lifestyle. Negative psychosomatic influences include harmful habits, poor nutrition, mental exhaustion, harsh working conditions, a sedentary lifestyle, and loneliness (Voznyuk, 2021). S. Hrabovska *et al.* (2024) emphasised that during wartime, the primary integrator of an individual's adaptive resources is the ability to engage in somatic self-regulation. In the context of the present study, these findings confirm the conclusion that the psychosomatic component plays a significant role within the structure of psychological health, as the research results demonstrate the positive impact of such factors as physical activity, vigour, a positive emotional state, and healthy habits on the actualisation of adaptive potential. Researchers classify the adaptive resources of the individual as encompassing psychological mechanisms – cognitive, emotional, and volitional – which correspond to the psychological component of psychological health in the present study. Disharmony within this component tends to manifest in the form of anxiety, conflict-proneness, and loss of self-control. M. Yildirim & G. Arslan (2020) examined emotional balance and identified affective stability and volitional resilience as mechanisms that support psychological well-being during life's challenges. The activation of one's own psychological resources – intellectual, emotional, and volitional – is fundamental to the psychological adaptation of individuals involved in the educational process under wartime conditions.

It has also been statistically demonstrated that psychological flexibility fosters an optimistic outlook and enhances adaptive capacities in educators. Y.-F. Luo *et al.* (2021), in their study of the phenomenon of subjective well-being, confirmed that positive emotions reduce levels of anxiety. Within the framework of the psychological health model presented in this study, these findings convincingly reinforce the conclusion that the psychological component of psychological health underpins self-regulation and plays a determinative role in the development of behavioural regulation within the adaptive potential of the individual. A substantial body of research has experimentally demonstrated that teachers' psychological well-being and the effectiveness of pedagogical activity during wartime are significantly influenced by social qualities. I. Popovych *et al.* (2022), examining dispositional predictors of psychological well-being, emphasised that openness to experience and extraversion serve as the foundation for psychological well-being under martial law conditions,

as these traits facilitate the restructuring of individuals' adaptive resources under chronic stress.

Y. Kashpur & I. Roienko (2023) explored the relationship between psychological defense mechanisms and personality traits. Their research found that regression is positively associated with extraversion, neuroticism, openness to experience, and agreeableness; compensation correlates with extraversion, neuroticism, and agreeableness; projection is linked to extraversion; intellectualisation correlates with self-control; and extraversion itself is associated with a general tendency to employ defense mechanisms. These psychological defense mechanisms, which support adaptation to new life conditions, are closely related to personality traits that reflect the criteria of the social component of psychological health. I.V. Ievtushenko (2023) emphasised the importance of adequate social relationships as a crucial factor of psychological well-being. These findings align with the conclusions presented in the current study, particularly the role of the social component of teachers' psychological health in shaping their communicative competence, which is a key element of their adaptive potential.

Numerous researchers have concluded that spiritual and meaning-making factors play a leading role in the development of a teacher's adaptive potential – particularly life meaningfulness, personal self-actualisation, and emotional balance. S. Rostami *et al.* (2023) focused on responsibility as a key factor in enhancing teachers' adaptability, as it fosters the ability to consciously shape one's own motivation. In contrast, the main contributors to learned helplessness in contemporary educators include depressiveness and a lack of subjective control over events in professional life. Indeed, external locus of control and depressiveness, as markers of deficiencies in the spiritual and meaning-making component of psychological health, hinder the actualisation of adaptive potential.

Internal factors of teacher burnout include emotional rigidity, low work motivation, and an unwillingness to self-improve (Vargata *et al.*, 2021). These conclusions are fully supported by the findings of the present study, as spiritual-meaning-related criteria of psychological health are identified as primary determinants of the development of behavioral self-regulation. N.M. Savielieva *et al.* (2023) argue that teachers' responses to stressful situations should be grounded in spiritual and moral values, as harmonious teacher behavior reflects their inner spiritual position. This strongly supports the significance of the spiritual and meaning-making component of psychological health in the actualisation of adaptive potential, confirming its hierarchically dominant role within the overall structure of psychological health.

According to B. Misiak *et al.* (2025), an effective factor in mastering adaptive coping strategies in challenging social situations is the presence of personal

dispositions, which reflect the content of the individual's spiritual-meaning-based structures. This finding supports the existence of a deterministic relationship between the spiritual and social components of psychological health: the social component (i.e., the ability to behave constructively in difficult social situations) is determined by the spiritual one (values, attitudes, and dispositions). I. Voznyuk (2021) emphasised that psychological conditions for the actualisation of a person's adaptive potential include the development of self-regulation through the formation of responsibility and an active life position. This supports the findings of the current study, which posits that the foundation of psychological adaptation lies in self-regulation, rooted in spiritual and moral qualities, combined with cognitive flexibility and willpower.

Similarly, O. Shportun *et al.* (2024) identified the following components of socio-psychological adaptation during wartime: conative, cognitive, emotional, and motivational. These studies contributed to a more comprehensive understanding of the mechanisms behind the realisation of an individual's adaptive potential. Moreover, psychological research consistently confirms that the development of adaptive abilities in teachers is largely ensured through holistic personal development. Based on the data obtained, the article presents a new, evidence-based perspective on the issue of teachers' psychological health, viewing it as a complex construct that integrates spiritual, social, psychological, and somatic dimensions of personality. A close interrelation was demonstrated among various components of psychological health – such as cognitive flexibility, self-control, emotional stability, optimism, and the spiritual-meaning-making component – and their impact on teachers' adaptive potential.

It was found that a high level of psychological health facilitates successful adaptation to rapidly changing professional environments, whereas traits like rigidity, neuroticism, and egocentrism limit an individual's capacity to overcome difficulties. Thus, the holistic nature of teachers' psychological health was confirmed, and its crucial role in ensuring the harmonious functioning of personality in both professional and social contexts was underscored.

Conclusions

The issue of socio-psychological adaptation of female teachers under current conditions is multifaceted and requires a comprehensive approach. On the one hand, adaptation processes are influenced by objective external factors such as war, socio-economic crises, and digitalisation; on the other hand, internal personal

resources – psychological health, resilience, meaning-making ability, and spirituality – play a decisive role.

The research findings confirmed that the development of adaptive potential in female educators is not only a prerequisite for their individual well-being, but also a crucial element of Ukraine's societal resilience in the face of global challenges. Psychological health serves as the foundation of personal stability in situations of socio-economic, political, and environmental crises. It is structured across four interrelated components: spiritual-meaningful, social, psychological, and psychosomatic. Empirical results revealed that 22.0% of respondents are well-adapted to current conditions, whereas 27.5% of teachers show marked socio-psychological maladaptation and are in need of psychological support.

Statistical analysis allowed the identification of a key psychological regularity: the higher the level of psychological health in a female teacher, the more capable she is of adapting to new life conditions. Conversely, individuals exhibiting neuroticism, depression, pessimism, aggressiveness, and rigidity demonstrated significantly lower adaptive capacity. The study confirmed that psychological health is the core foundation of a person's ability to adapt to global change. The main contributors to the development of adaptive capabilities were spiritual and moral qualities, combined with willpower, cognitive flexibility, and vital energy, which together determine the effectiveness of psychological self-regulation mechanisms. In contrast, maladaptive tendencies stem from pathogenic emotional states and volitional deviations, often present in individuals with impaired psychological health. Thus, ensuring psychological well-being is critical not only for professional functioning but also for personal resilience and emotional balance. Future research directions include the development of comprehensive psychological support systems (training programs, lectures, consultations, and community events) aimed at enhancing female teachers' socio-psychological adaptability. These efforts should focus on harmonising psychological health, fostering creativity, building stress resilience, and developing healthy lifestyle habits.

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Conflict of Interest

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Закономірності впливу психологічного здоров'я педагогів-жінок на стан їх соціально-психологічної адаптації до світових змін

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Анотація. Українське суспільство перебуває у стані трансформацій та значних соціально-економічних і політичних змін, зумовлених впливом глобалізаційних процесів, економічної нестабільності, війни, міграційних рухів. Для педагогічної спільноти, що представлена переважно жінками, які поєднують кілька соціальних ролей – професійну, сімейну, комунікативно-громадську, неминучим постало завдання конструктивної адаптації до нових світових реалій. Метою статті було висвітлити результати емпіричного дослідження й встановити закономірності впливу психологічного здоров'я педагогів-жінок на стан їх соціально-психологічної адаптованості до світових змін. У дослідженні застосовувалися такі методи: анкетування, психодіагностичне тестування, аналіз емпіричних даних шляхом порівняння відсоткових показників, кореляційного аналізу. Результати дослідження довели, що 22,0 % педагогів-жінок добре адаптовані до сучасних умов, у 26,4 % – рівень адаптації вищий за середній, 24,5 % вчительок відчувають часткову дезадаптацію, 27,5 % – відчувають виражену соціально-психологічну дезадаптацію і потребують психологічної допомоги. За результатами аналізу кореляційних зв'язків зроблено висновок: психологічне здоров'я визначає конструктивність процесу адаптації особистості до нових умов. На основі статистичного аналізу даних встановлено психологічну закономірність: чим краще психологічне здоров'я у вчительки-жінки, тим більш вона здатна до адаптації до нових умов; а чим більш невротичною, депресивною, песимістичною, агресивною, ригідною є педагог-жінка, тим менший потенціал адаптивних здібностей вона має. Статистичний аналіз довів, що психологічним підґрунтям актуалізації адаптаційних здібностей педагога-жінки є поєднання духовно-моральних якостей з волею, гнучкістю мислення та енергійністю. Проведене дослідження підтвердило висновок, що психологічне здоров'я визначає здатність педагога-жінки до конструктивної самореалізації та психологічної адаптації в соціумі

Ключові слова: психіка; вчителі; духовність; поведінкова регуляція; комунікативна компетентність; моральна нормативність