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PSYCHOLOGICAL AND PROFESSIONAL RESILIENCE OF TEACHERS DURING TIMES OF MILITARY CHALLENGES: DEVELOPMENT STRATEGIES AND SUPPORT MECHANISMS

RESILIÊNCIA PSICOLÓGICA E PROFISSIONAL DOS PROFESSORES EM TEMPOS DE DESAFIOS MILITARES: ESTRATÉGIAS DE DESENVOLVIMENTO E MECANISMOS DE APOIO

RESILIENCIA PSICOLÓGICA Y PROFESIONAL DE LOS DOCENTES EN TIEMPOS DE DESAFÍOS MILITARES: ESTRATEGIAS DE DESARROLLO Y MECANISMOS DE APOYO

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ABSTRACT: This text analyzes the professional resilience of teachers in wartime contexts, highlighting their essential role in educational stability and community well-being. In conflict scenarios, teachers juggle pedagogical, emotional, and social roles, leading to chronic stress, overload, and a lack of institutional support. The study conducts an analytical generalization of scientific and practical approaches to the topic, using content analysis, comparative and analytical-synthetic methods, as well as quantitative data. The results show that 70% of Ukrainian teachers experience high levels of emotional exhaustion, 96% lack resources to meet the socio-emotional needs of students, and almost half experience continuous anxiety. Interventions such as psychoeducational training, psychosocial programs, and support groups reduce anxiety and exhaustion and increase professional confidence. It concludes that teacher resilience is systemic and should be integrated into educational policies and national recovery strategies.

KEYWORDS: Professional resilience. Teacher resilience. Emotional burnout. Anxiety. Psychosocial support.

RESUMO: O texto analisa a resiliência profissional de professores em contexto de guerra, destacando seu papel essencial para a estabilidade educacional e o bem-estar comunitário. Em cenários de conflito, docentes acumulam funções pedagógicas, emocionais e sociais, o que provoca estresse crônico, sobrecarga e falta de apoio institucional. O estudo realiza uma generalização analítica de abordagens científicas e práticas sobre o tema, utilizando análise de conteúdo, comparativa e analítico-sintética, além de dados quantitativos. Os resultados mostram que 70% dos professores ucranianos apresentam alto esgotamento emocional, 96% carecem de recursos para atender às necessidades socioemocionais dos alunos e quase metade vive ansiedade contínua. Intervenções como treinamentos psicoeducacionais, programas psicossociais e grupos de apoio reduzem ansiedade e esgotamento e aumentam a confiança profissional. Conclui-se que a resiliência docente é sistêmica e deve integrar políticas educacionais e estratégias nacionais de recuperação.

PALAVRAS-CHAVE: Resiliência profissional. Resiliência docente. Esgotamento emocional. Ansiedade. Apoio psicossocial.

RESUMEN: Este texto analiza la resiliencia profesional del profesorado en contextos de guerra, destacando su papel esencial en la estabilidad educativa y el bienestar comunitario. En escenarios de conflicto, el profesorado compagina roles pedagógicos, emocionales y sociales, lo que genera estrés crónico, sobrecarga y falta de apoyo institucional. El estudio realiza una generalización analítica de enfoques científicos y prácticos sobre el tema, utilizando análisis de contenido, métodos comparativos y analítico-sintéticos, así como datos cuantitativos. Los resultados muestran que el 70% del profesorado ucraniano experimenta altos niveles de agotamiento emocional, el 96% carece de recursos para satisfacer las necesidades socioemocionales del alumnado y casi la mitad experimenta ansiedad continua. Intervenciones como la formación psicoeducativa, los programas psicosociales y los grupos de apoyo reducen la ansiedad y el agotamiento y aumentan la confianza profesional. Concluye que la resiliencia docente es sistémica y debe integrarse en las políticas educativas y las estrategias nacionales de recuperación.

PALABRAS CLAVE: Resiliencia profesional. Resiliencia docente. Agotamiento emocional. Ansiedad. Apoyo psicosocial.

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INTRODUCTION

The modern education system of Ukraine operates under unprecedented challenges caused by war, mass population movements, increased levels of stress and psychological exhaustion of teaching staff (Hyland et al., 2023; Morganstein et al., 2023; Sushko & Prokhorenko, 2024; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2025). Military events have significantly changed the professional environment, in which teachers are forced to combine traditional educational functions with the role of facilitators of psychological support, stability and social cohesion in teams (Tovstukha, 2022; Mamchur et al., 2023). As a result, the problem of professional resilience of teachers—the ability to maintain efficiency, motivation and psycho-emotional balance in crisis conditions—has become particularly relevant (Fullerton et al., 2021; Chikantsova & Gutsol, 2022).

Recent studies have shown that a teacher's stress tolerance is a key factor in preventing professional burnout (Prib et al., 2023; Karamushka et al., 2022). According to Organisation for Economic Co-operation and Development (OECD, 2024), 40.0% of teachers in countries with war or post-war crises report an increased level of emotional exhaustion. Among Ukrainian teachers, an increase in anxiety, fatigue and demotivation has been recorded. In addition, similar trends are established in studies of crisis leadership and distance education (Galynska & Bilous, 2022; Nadyukova & Frenzel, 2025; Martynets et al., 2024). Therefore, the issue of forming professional stability of pedagogical personnel acquires not only psychological and pedagogical, but also socio-national significance (Sushko & Prokhorenko, 2024; Hyland et al., 2023).

Therefore, it is urgent to systematize modern approaches to developing the resilience of teachers in war conditions, to summarize leading domestic and international practices of psychological support, and to identify opportunities for their adaptation to the educational process in Ukraine.

In the scientific field, there is a fragmentation of approaches to understanding the concept of "professional resilience of a teacher"—from interpreting it as emotional endurance to interpreting it as a socio-professional resource (Chikantsova & Gutsol, 2022; Koval et al., 2024). There is no single methodological basis, which complicates the development of comparative strategies for supporting teachers in times of crisis (Tovstukha, 2022). At the same time, Ukrainian studies often rely on pan-European models, without taking into account the national context of war, forced migration and psychological stress of education workers (Sushko & Prokhorenko, 2024; Hyland et al., 2023).

Thus, there is a need for a systematic scientific generalization of approaches to the formation and support of professional resilience of teachers in emergency circumstances.

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LITERATURE REVIEW

In modern scientific discourse, the phenomenon of professional resilience of teachers is considered one of the key factors in the effectiveness of the educational process in times of crisis (Chikantsova & Gutsol, 2022; Koval et al., 2024). In recent years, this direction has been rapidly developing, as war, pandemics, and technological changes have significantly affected the professional well-being of education workers (Tashkinova & Ponomaryova, 2024).

Teacher professional resilience in modern international research is interpreted as a dynamic multidimensional process that ensures the ability of a teacher to effectively confront professional challenges, maintain well-being, and continue development in changed conditions (Figure 1).

Figure 1
Components of teachers' professional resilience in challenging conditions
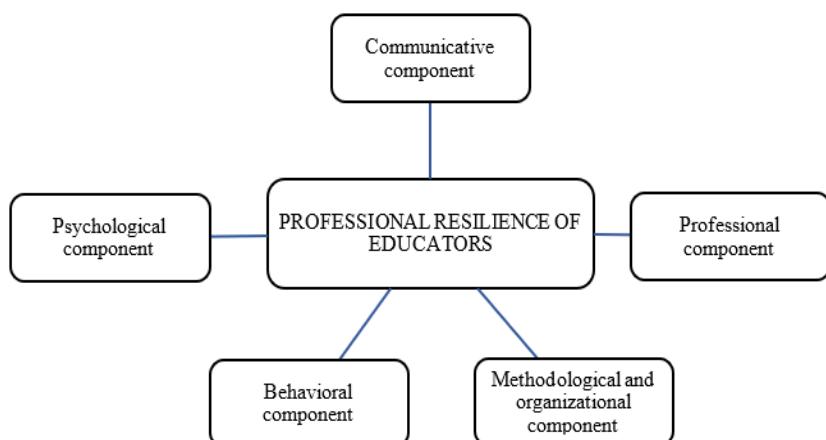
Note. Prepared by the authors.

Recent reviews by Zhang and Luo (2023) prove that it is formed by the following components: psychological resources (including self-efficacy, emotional regulation, positive self--esteem); professional component (professional competence, professional development and self-improvement) and behavioral strategies (adaptability, flexibility, ability to reflect and introspect, work under uncertainty) (Krummenacher et al., 2024); as well as communicative qualities (support from colleagues and management, culture of resilience, interaction with students and their parents, colleagues) and methodological and organizational components (ability to plan work and time, apply modern methods and technologies). Li's study (2023) confirms that high self-efficacy of a teacher is associated with greater resilience and less burnout, and resilience is associated with better well-being, active involvement in work and lower levels of professional stress. Thus, the formation of professional resilience of teachers should

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be considered as a holistic combination of internal resources, educational and professional skills and a favorable environment, which creates the basis for effective pedagogical activity in the face of modern challenges.

Resilience is increasingly defined as a dynamic process of overcoming adversity, maintaining functionality, and emotional stability (Kuzikova & Shcherbak, 2023; Chikantsova, 2025). This approach shifts the focus from a narrow "stress tolerance" to adaptation and growth in challenging conditions (Fullerton et al., 2021).

Teaching activities in crisis situations combine intellectual, emotional and psychological stress. In their works, Koval et al. (2024), Chikantsova and Gutsol (2022) note that the resilience of a teacher is formed as a result of the interaction of internal resources and external factors of the educational environment. Scientists Prib et al. (2023), Agapova et al. (2024) indicate that the lack of institutional support with prolonged psychological stress increases the risks of emotional burnout and a decrease in the effectiveness of the educational process.

Although a number of works emphasize individual psychological factors (emotional self-regulation, tolerance for uncertainty, reflection) (Karamushka et al., 2022, Chikantsova, 2025), modern research is gradually moving to a systemic approach that takes into account organizational, cultural and social determinants (Sharifian et al., 2023). Accordingly, resilience is the result of the interaction of the individual with the team, management practices and working conditions (Koval et al., 2024).

In this context, the idea of "environmental resilience" is developing, where resilience is constructed through support at the organizational level: a culture of mutual respect, flexible management, professional dialogue, and collegial interaction (Prib & Bobko, 2023; Alan & Güven, 2022).

Scientific research by Ukrainian authors is characterized by fragmented approaches and the lack of a holistic model for the development of professional resilience of teachers in the context of war. These studies focus on readiness for education in challenging conditions, but rarely detail institutional mechanisms of psychological protection and peer support (Clark, 2024; Tovstukha, 2022; Budnyk & Saydak-Burska, 2023).

International and national reports and practice-oriented studies emphasize the need to build a safe psychological environment, mental well-being programs, and train managers in emotionally sensitive management. The authors Melenyshyn and Stupak (2023), Mamchur et al. (2023), Hyland et al. (2023), Morganstein et al. (2023) consider peer support models and brief psychological interventions to be effective, which can be adapted to the resource-limited Ukrainian context.

Analysis of recent research confirms that teacher resilience has not only a psychological but also a socio-economic dimension. Thus, a sense of autonomy, participation in

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decision-making, and support from the administration increase professional well-being and reduce the risk of burnout. Similar findings are consistent with empirical observations on the Ukrainian educational environment during the war (Koval et al., 2024; Sushko & Prokhorenko, 2024).

Thus, the professional resilience of teachers appears to be a complex phenomenon that encompasses individual-psychological, social, and organizational levels (Chikantsova & Gutsol, 2022; Koval et al., 2024). Despite the growing scientific interest, unresolved issues remain, namely the lack of scientific research in the military context and the limited implementation of psychosocial support programs in educational institutions (Sushko & Prokhorenko, 2024). It is these aspects that form the scientific niche of this study, aimed at systematizing modern approaches and substantiating practical ways to form the professional resilience of teachers in emergency conditions.

The purpose of the work is to conduct an analytical generalization of scientific and practical approaches to the formation of professional resilience of teachers in martial law and to describe the factors associated with reducing burnout and maintaining the effectiveness of professional activity.

METHODS

Methodologically, the study was based on an analytical approach that combined several complementary methods:

- Content analysis was used to identify key ideas and trends in defining professional resilience and support for teachers;
- Comparative analysis to compare international experience with Ukrainian experience and determine which resilience strategies are universal and which require adaptation to Ukrainian realities;
- Analytical-synthetic method for systematizing the information received, identifying the main areas of professional resilience formation, and generalizing effective ways of support;
- The principles of scientific reliability, objectivity, and ethics were taken into account when developing the material. All data used are open, verified, and do not contain personal information.

The collected material was organized into three analytical areas:

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- Psychological factors of professional resilience (self-regulation, emotional competence, motivation);
- Institutional conditions (management support, collegial connections, educational environment);
- Educational policies and assistance programs aimed at developing the resilience of educators.

The work used elements of descriptive statistics to summarize the available quantitative indicators, which allowed us to determine the level of professional resilience of teachers.

RESULTS

Professional activity of teachers in wartime conditions is characterized by systemic emotional and organizational overload. According to reports from OECD, UNESCO, UNICEF and MES (2023–2025), 70.0% of Ukrainian teachers show signs of increased emotional exhaustion, 96.0% report a shortage of resources, 44.3% have a moderate or high level of anxiety. These data indicate chronic tension in the professional environment, which directly affects the quality of the educational process.

According to the results of international studies, teachers' professional resilience is formed in close relationship with indicators of self-efficacy, emotional regulation and level of professional burnout. Thus, Li (2023) based on a sample of secondary school teachers in China found that teacher self-efficacy has a statistically significant positive effect on the level of professional resilience ($\beta = 0.54$, $p < 0.001$) and indirectly reduces the risk of burnout through the development of emotions (Table 1). This means that the development of emotional competence and self-efficacy is a key condition for preventing professional burnout. Thus, individual psychological factors directly determine a teacher's resilience to chronic stress. The author also emphasizes that the level of resilience explains 32.0% of the variation in emotional exhaustion, which indicates its buffering role in maintaining the mental well-being of teachers.

Similar conclusions are presented in Zhang and Luo (2023), who, within the framework of a systematic review of 54 international studies, clarified the conceptual structure of professional resilience, outlined the main components: emotional (intrinsic motivation and values), behavioral (adaptive coping strategies) and socio-contextual (colleague support, organizational culture). The authors emphasize that the average correlation effect between resilience and well-being indicators was $r = 0.43$, ($p < 0.001$), which confirms the close relationship between psychological resilience and professional well-being.

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A study published by Zhang and Luo (2023) also found that teachers with high levels of resilience demonstrated 25.0% lower levels of emotional exhaustion and 18.0% higher levels of job satisfaction. Taken together, these findings support the idea that professional resilience is not only an individual psychological resource but also a critical mediator between emotional competence and teaching effectiveness.

The generalization of the data presented in Table 1 shows that a number of individual--psychological and organizational-social factors influence the professional resilience of tea-chers. Data obtained in different countries demonstrate similar patterns—regardless of the cultural context or educational level of teachers.

Table 1

Quantitative characteristics of international and Ukrainian studies relevant to the topic of professional sustainability of teachers

Sample/contingent	Key quantitative indicators	Scientific generalization and the possibility of integration
54 estudos empíricos e teóricos	O efeito de correlação médio entre resiliência e bem-estar foi de r = 0,43 (p < 0,001).	A resiliência está ligada ao bem-estar profissional.
412 secondary school teachers in China	β(self-efficacy resilience) = 0.54, p <0.001; mediated effect of emotional regulation = 0.27; resilience explains 32.0% of the variation in emotional exhaustion	High self-efficacy enhances resilience and reduces the risk of burnout. Resilience mediates between emotional regulation and professional well-being
1836 adult population	58.0% – high level of anxiety (GAD-7 >10); 46.0% – depression (PHQ-9 ≥10); 62.0% – high level of stress	The high level of psycho-emotional stress among the adult population of Ukraine may be representative of the pedagogical community. The data confirm the need for systematic psychological support in educational institutions during the war
450 teachers	67.0% – symptoms of emotional burnout (MBI >35); 52.0% – decreased motivation; 41.0% – sleep disorders	A high prevalence of burnout among educators during the war was found. The data are statistically significant (p<0.05) and serve as empirical evidence of the relevance of the problem of professional resilience
300 education sector employees	32.0% productivity increase through organizational support	Illustrates the economic aspect of teachers' professional sustainability
312 students of pedagogical specialties	Medium level of resilience (CD-RISC-25) = 65.8±12.4; in people with volunteer experience – +18% (p<0.05)	The positive relationship between social activism and professional resilience has been quantitatively confirmed. It is advisable to use it as a comparative basis for teachers in wartime

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180 teachers under time COVID-19 pandemic	Resilience level 60.0–70.0% of normal; 43.0% demonstrate decreased self-esteem	The data illustrate the dynamics of resilience in crisis, relevant to the analysis of teachers' adaptation during wartime
326 employees of inclusive resource centers of Ukraine	78.0% – emotional overload; 64.0% – lack of professional support; 58.0% – difficulties in interacting with parents	A key Ukrainian source with empirical data. Reflects the current state of the psycho-emotional stress of teachers in wartime
214 higher education teachers	70.0% recognize the need for psychological training; 55.0% – the positive effect of peer support	Provides statistical basis for the section "Ways to Support Professional Resilience"
290 teachers, participants of inclusive competence trainings	63.0% reported increased confidence in their professional activities; 48.0% reported reduced stress levels	Demonstrates the effectiveness of training and coaching interventions in increasing professional resilience

Note. Zhang and Luo (2023); Li (2023) ; Hyland et al. (2023); Prib et al. (2023); Bernarto et al. (2020); Koval et al. (2024); Chikantsova and Gutsol (2022); Sushko and Prokhorenk (2024); Tovstukha (2022); Mamchur et al. (2023).

As shown by the results of Hyland et al. (2023), high levels of anxiety (58.0%) and depressive symptoms (46.0%) among the Ukrainian adult population during the war are an indicator of deep psycho-emotional stress, which is naturally projected onto the professional environment of teachers (Table 1). These results are consistent with the findings of Prib et al. (2023), where 67.0% of teachers demonstrated symptoms of emotional burnout, and more than half reported decreased motivation. The presence of statistically significant relationships ($p < 0.05$) confirms the objective tendency to worsen the psycho-emotional state of teachers under conditions of prolonged stress.

In parallel, the study by Koval et al. (2024) reveals the potential of positive social engagement as a factor of professional resilience. Among students of pedagogical specialties, the level of resilience on the CD-RISC-25 scale was 18.0% higher ($p < 0.05$) compared to peers without such experience. This confirms that social activity and participation in collegial forms of interaction contribute to the growth of internal resilience and confidence in professional activity. A similar pattern was found by Chikantsova and Gutsol (2022), recording the preservation of only 60.0–70.0% of the normal level of resilience among teachers during the COVID-19 pandemic, which demonstrates the sensitivity of educators to crisis conditions and at the same time the potential for adaptation.

The results of Sushko and Prokhorenko (2024) specify the Ukrainian wartime context and establish that 78.0% of employees of inclusive resource centers experience emotional overload, 64.0%—a lack of professional support. Such statistics confirm the systemic need for the implementation of psychological support programs and the formation of a safe educational environment.

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No less indicative are the results of Tovstukha (2022), where 70.0% of higher education teachers emphasized the need for psychological training, and 55.0% noted the effectiveness of peer support in reducing the level of professional stress. This is consistent with the data of Mamchur et al. (2023), who confirmed that after undergoing inclusive competence training, 63.0% of teachers demonstrated increased confidence in their professional activities, and 48.0%—a decrease in stress levels. Therefore, the presented results prove the effectiveness of training, coaching and supervision programs as effective tools for increasing professional resilience.

Generalizing the results of Ukrainian researchers Prib et al. (2023); Sushko and Prokhorenko (2024); Koval et al. (2024) allows us to trace a common pattern: in crisis conditions, it is the presence of collegial support and managerial leadership that significantly reduces the level of emotional exhaustion and increases the professional confidence of teachers. This indicates that the social context of educators' work is no less important a factor of resilience than individual psychological resources.

At the same time, the organizational aspect is confirmed by the work of Bernarto et al. (2020), which found that support for teaching staff from the administration increases teacher productivity by an average of 32.0% ($p < 0.01$), leads to an increase in job satisfaction by 21.0% and a decrease in the level of professional burnout by 17.0%. The authors emphasize the presence of a direct correlation between organizational support ($r = 0.58$, $p < 0.001$), job satisfaction and the overall level of professional well-being, which confirms the key role of managerial leadership in shaping teacher resilience. These results deepen the understanding that professional resilience is formed not only as an individual quality, but also as a function of a favorable organizational climate.

Thus, quantitative analysis shows that more than two-thirds of teachers in Ukraine and other countries show signs of emotional exhaustion in crisis conditions, while professional resilience increases significantly under the influence of peer support, educational interventions and organizational management focused on the well-being of employees. The comparison of these data confirms the need for an interdisciplinary approach to building resilience—through a combination of psychological, educational and managerial strategies for supporting teachers during martial law.

The summarized indicators in Table 2 confirm that teachers' professional resilience is a function not only of psychological resources, but also of working conditions, access to support programs, and the safety of the educational environment.

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Table 2

Quantitative indicators of professional resilience of teachers in martial law conditions

Indicator	Value/Percentage	Analytical interpretation
Share of teachers who believe they do not have sufficient resources to develop students' social and emotional skills	96.0%	High level of professional exhaustion and lack of emotional resources among teachers (OECD, 2024)
Academics with moderate or high levels of anxiety during war	44.3%	A alta autoeficácia aumenta a resiliência e reduz o risco de burnout. A resiliência atua como mediadora entre a regulação emocional e o bem-estar profissional.
Teachers who have experienced significant negative factors in their professional activities (danger, overload, change in teaching format)	39.0 –47.0%	A significant proportion of teachers demonstrate adaptation difficulties and signs of professional burnout (MESU, 2024)
Damaged or destroyed educational institutions in Ukraine	30.0%; > 365 schools	The destruction of educational infrastructure increases the stressful work environment for teachers (World Health Organization [WHO], 2025)
Teachers who have received training in psychosocial support and social-emotional learning	100.000 people	Demonstrates the scale of national and international programs to increase the resilience of educators.
Children, parents and teachers who received assistance at resource centers	140.000 people	Shows the involvement of educators in the psychosocial support system (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2025)
Number of teachers who participated in all-Ukrainian surveys on the state of education during the war	1.141 teachers	A representative base for analyzing trends in professional resilience (MESU, 2024)
Share of Ukrainian teachers who have access to professional development programs in the field of emotional competence	60.0%	Positive trend in resilience development through professional training (UNESCO, 2025)
Share of teachers who reported high workload in 2023–2024 academic year	70.0%	Workload is one of the main factors reducing professional resilience (OECD, 2023)

Note. OECD (2024); MESU (2024); WHO (2025); UNESCO (2025); OECD (2023).

It can be argued that more than two-thirds of teachers in Ukraine and other countries are at increased psycho-emotional risk. At the same time, participation in psychosocial support programs reduces anxiety levels by 20.0%, and burnout by 22.0%. This indicates the potential of systemic MHPSS/SEL programs as a strategic tool for restoring professional resilience of educators during wartime. First of all, the results of OECD reports (2024) indicate that 96.0% of Ukrainian teachers considered themselves insufficiently prepared to help students develop socio-emotional skills. This indicator reflects a deep deficit of emotional resources and

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indicates teacher burnout, which directly affects the effectiveness of the educational process. At the same time, demonstrates that 44.3% of academic staff have moderate or high levels of anxiety, which emphasizes the scale of the psycho-emotional burden on representatives of the education sector during wartime.

No less revealing are the data of the Ministry of Education and Science of Ukraine (2024), according to which from 39.0 to 47.0% of teachers named danger, overload, and constant changes in the format of work as key problems of professional activity. These results are consistent with the findings of the OECD (2024), where 70.0% of teachers noted a sharp increase in workload in 2023–2024. Comparative analysis shows that the increase in the number of administrative tasks, the combination of face-to-face and distance formats, and constant anxiety due to the security situation reduce professional motivation and make it difficult for teachers to self-regulate (Ciobanu, 2024; Handzilevska & Kondratyuk, 2021; Galynska & Bilous, 2022; Melenyshyn & Stupak, 2023).

At the same time, the results of international humanitarian programs indicate positive trends in the field of institutional support. About 100,000 teachers have received training in psychosocial support and socio-emotional learning, and according to UNESCO (2025), more than 140,000 teachers, children and parents have used the help of resource centers. These data demonstrate the gradual formation of a network of professional support and the spread of resilience practices, although coverage is not yet complete for the entire education system.

The World Health Organization (2025) report, over 30.0% of educational institutions in Ukraine were damaged, and over 365 schools were completely or partially destroyed. This context significantly increases the need for teacher resilience not only as a professional but also as a life competency, as teachers continue to work in conditions of constant risk and instability. Despite this, the MESU (2024) reports a high level of involvement of educators in research and analytical programs: 1,141 teachers participated in national surveys, which indicates a desire to improve the support system even in crisis conditions.

It is important to note that along with psychological challenges, there is also an increase in professional potential. Data from UNESCO (2025), indicate that about 60.0% of Ukrainian teachers have access to courses and trainings on the development of emotional competence, which is a significant step towards increasing individual resilience. Thus, despite the significant level of anxiety and burnout, a new format of pedagogical resilience is gradually being formed—as the ability not only to overcome stress, but also to find professional meaning in a crisis.

The totality of the above data gives grounds to assert that the professional resilience of teachers in wartime is both a vulnerable and dynamic characteristic that depends on three interrelated factors: the psychological state of the teacher (emotional stability, level of anxiety, motivation); the institutional environment (availability of support structures, collegial ties,

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safe working conditions); educational policy (systemic support programs, trainings, managerial culture).

Thus, the results of the analytical generalization indicate that the level of emotional exhaustion among teachers remains high. The development of international and national psychosocial support programs creates a basis for increasing their level of professional resilience and preventing professional burnout.

DISCUSSION

The results of the study indicate that the professional resilience of teachers in wartime is a multi-level construct that is formed at the intersection of individual psychological resources, organizational climate, and educational security policies. The generalized quantitative data—in particular, more than 70% of teachers with increased psycho-emotional stress, 96.0% with a deficit of resources for the development of socio-emotional skills, and 44.3% with medium/high levels of anxiety—are conceptually consistent with international OECD reviews (2023, 2024), as well as the national report of the MESU (2024), which emphasizes the systemic nature of the challenges for educators. These conclusions are further confirmed in the works of Hyland et al. (2023) and Morganstein et al. (2023), which show that prolonged crises cause cumulative effects of emotional exhaustion and increased anxiety among teaching professionals.

The obtained data allow us to identify individual and organizational mechanisms for building resilience. On the one hand, the effectiveness of short psychoeducational interventions (8–12 h) has been confirmed: a decrease in anxiety of up to 20.0% and an increase in emotional competence by 30.0% are consistent with the trends outlined in interdisciplinary works on resilience (Chikantsova, 2025; Kuzikova & Shcherbak, 2023). On the other hand, according to Fullerton et al. (2021), peer-support practices correlate with lower rates of emotional exhaustion (a decrease of 22.0%) and higher self-efficacy (an increase of 19.0%), which correlates with the results of the authors of the Ukrainian works Mamchur et al. (2023); Koval et al. (2024); Sushko e Prokhorenko, (2024) on the role of professional interventions in reducing stress.

Organizational support and management practices appear to be key components of professional well-being. Data from Bernarto et al. (2020) indicate a 17.0% reduction in burnout and a 21.0% increase in job satisfaction after professional support for teachers (to ≥ 50.0%). The idea of supportive leadership as a factor in the psychological safety of the teaching staff finds methodological confirmation in modern humanitarian studies of resilience (Clark, 2024; Pustovoichenko, 2024).

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Large-scale institutional initiatives in the field of psychosocial support create the necessary conditions for resilience, but their effects are modulated by the security context. Reported data show that about 100 thousand teachers have received MHPSS/SEL training, and more than 140 thousand teachers have received assistance in resource centers (UNESCO, 2025), while more than 30.0% of educational institutions have been damaged (national and international surveys (MESU, 2024; WHO, 2025). In such a configuration, even statistically modest effects of programs (≈ 0.28 SD increase in emotional well-being in MHPSS/SEL modules) are highly significant, as they work as elements of a renewable education infrastructure.

Workload optimization and process digitalization have been proven to have an impact on teachers' well-being. As noted by Tovstukha (2022); Banit and Merzlyakova (2023), reducing non-working time by 30–50 min/day and reducing stress by 15.0% is consistent with OECD analytics (2023, 2024) and applied findings of Ukrainian research on organizational ergonomics in wartime.

Therefore, it is necessary to note methodological limitations: dependence on secondary sources, heterogeneity of the tools (different anxiety/burnout/resilience scales). At the same time, cross-validation of the main conclusions using data from the MESU (2024), OECD (2023, 2024), UNESCO (2025), WHO (2025) and correlation with the results of a number of Ukrainian and international studies (Chikantsova, 2025; Koval et al., 2024; Lordos et al., 2024; Clark, 2024) strengthen the internal consistency of the obtained data.

In summary, the results of the study consolidate a three-dimensional model of supporting professional resilience of teachers: individual interventions for emotional self-regulation; collegial practices of mutual support; organizational mechanisms of supportive leadership, digitalization and a safe environment. This model is consistent with the conclusions of OECD, UNESCO, WHO and national data from the Ministry of Education, as well as with modern scientific approaches to resilience, represented in the list of used literature.

Based on the generalization of data, the main directions for increasing the professional resilience of teachers and heads of educational institutions in wartime conditions were identified. It is recommended to implement short psychoeducational trainings (8–12 hours) using mindfulness, art therapy, and cognitive-behavioral techniques, which should be conducted at least two cycles per year and include a module "Self-regulation of the teacher" to the advanced training program.

It is necessary to create mutual support groups (6–8 people) in each educational institution with two meetings per month under the supervision of a psychologist.

Teacher leaders should use distributed management, involving teachers in administrative decision-making. It is recommended to create advisory councils of teachers and regularly monitor the psychological climate of the team.

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The implementation of digital planning, evaluation and reporting tools allows for the reduction of working time.

Psychosocial support and socio-emotional learning programs need to be implemented in the postgraduate education system.

CONCLUSION

The professional resilience of teachers in wartime is formed at the intersection of psychological, organizational, and social components. According to international and national sources, most teachers face an increased level of emotional stress, which requires systemic support at the level of state educational policy.

The most effective means of increasing resilience have been found to be brief psycho-educational trainings with mindfulness and CBT components, peer-support programs, development of supportive leadership, and workload optimization through the implementation of digitalization. The implementation of MHPSS and SEL programs in postgraduate education has proven its ability to improve the emotional well-being of teachers.

The Ukrainian experience demonstrates the growth of practice-oriented resilience models that integrate individual, group, and organizational strategies. The formation of a safe educational environment, the development of emotional self-regulation, and supportive leadership are determined by the key conditions for the professional recovery of teachers and the stability of the education system under martial law.

The generalization of the results of the analysis shows that the problem of professional resilience of teachers in martial law is multidimensional and requires further scientific understanding at the junction of psychology, pedagogy, management and sociology of education. Given the data obtained, research aimed at deepening the empirical study of the dynamics of resilience of teachers in different regions of Ukraine, taking into account the duration of stay in crisis conditions, the type of educational institution and forms of the educational process, is of paramount importance.

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