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TEACHER WELL-BEING AS A COMPONENT OF PEDAGOGICAL SUSTAINABILITY IN TIMES OF WAR: EVIDENCE-BASED APPROACHES IN UKRAINE

Abstract. The full-scale war in Ukraine has profoundly affected the educational system, leading to significant transformations in the organisation and implementation of the teaching and learning process. Regular interruptions, caused by air raid alerts, displacement to shelters, and power outages, have resulted in the loss of instructional time and complicated the maintenance of teaching quality across all forms of education. Under such conditions, teachers are required to demonstrate a high level of pedagogical adaptability to ensure instructional continuity and effective interaction with students. At the same time, increased professional workload, resource constraints, and prolonged crisis conditions negatively impact teacher well-being, which is a crucial pedagogical condition for sustaining teaching effectiveness. Reduced well-being undermines teachers' capacity to plan, deliver, and adapt instruction, weakens pedagogical communication, and ultimately affects students' academic engagement and learning outcomes. Under these conditions, the issue of preserving pedagogical sustainability becomes particularly relevant, as it involves not only organisational stability but also the preservation of effective teaching practices, professional engagement of teachers, and the continuity of pedagogical interaction. Teacher well-being in this context should be considered not as an individual characteristic, but as a systemic pedagogical resource that supports the functioning of educational institutions in crises. The article aims to conceptualise pedagogical sustainability as the ability of an educational system to maintain the quality and continuity of teaching in crisis conditions, and to substantiate teacher wellbeing as one of its key components. Based on a theoretical analysis of pedagogical and psychological literature, as well as a comparative analysis of scientific approaches, the study systematises evidence-based educational practices aimed at supporting teachers and enhancing the sustainability of the educational process in wartime Ukraine.

Keywords: teacher well-being; pedagogical sustainability; instructional continuity; pedagogical interaction; crisis education

Problem Statement. Currently, there's been a growing focus on educational quality and the implementation of an individualised approach to learners' development at different stages of schooling. Educational reform ultimately comes down to one key factor: the teacher's psychological well-being, which is a prerequisite for effective pedagogical activity. Teachers need to be in a good headspace to create classrooms where students feel safe and supported, which helps students actually learn new things, encourages active participation, and allows students to express their opinions

without fear of making mistakes, which is essential for their personal and academic development. The study of factors influencing teachers' ability to achieve and maintain psychological well-being, a prerequisite for sustainable professional and pedagogical performance, is therefore highly relevant. Ukrainian teachers are facing unprecedented challenges during wartime while performing their teaching duties in extreme circumstances. Constant alertness, increased responsibility for students' safety, and the need to ensure instructional continuity put enormous stress on teachers. In this context, ensuring teachers' psychological well-being should be considered a key pedagogical condition for maintaining teaching effectiveness, the quality of pedagogical interaction, and the sustainability of the educational process. Accordingly, it is essential to identify the professional and pedagogical characteristics that enable teachers to perform their duties effectively in crisis conditions, as well as to determine educational strategies and practices that support teachers and enhance pedagogical sustainability.

Recent research and publications analysis. The analysis of scientific literature suggests that teacher psychological well-being serves as a crucial pedagogical condition for effective professional performance and the sustainability of the educational process in wartime conditions. (Dreer, 2023; Ozturk, Wigelsworth & Squires, 2024; Mo, 2024; Mao & Zhang, 2025; Kurrle & Warwas, 2025; Dreer-Goethe, 2025; Bohdan, 2025). Modern educational environments place increased demands on teachers, requiring not only subject and methodological competence, but also emotional stability, adaptability, and the ability to maintain constructive pedagogical interactions under stress. (Bondarchuk & Pinchuk, 2023; Kryvoshei, 2025).

The influence of teacher well-being on the educational process is manifested through several interrelated pedagogical factors. First, teacher well-being is closely associated with motivation and professional productivity, enabling effective lesson planning, the use of innovative teaching methods, and sustained student engagement. Second, emotional stability enables teachers to provide adequate pedagogical support to students, thereby contributing to a safe and inclusive learning environment, which is particularly crucial in crisis contexts. (Romanovska & Novak, 2024; Gámez-Genovart et al., 2025).

Third, higher levels of well-being facilitate creativity and instructional innovation, supporting the development of students' critical thinking and adaptability. Ultimately, a favourable psychological climate among teachers fosters collegial cooperation and professional exchange, ultimately enhancing overall teaching quality. (Lu, Xu & Tian, 2025).

The Aim of the Study. Despite the difficult situation in Ukraine caused by Russia's armed aggression, the provision of educational services remains one of the priorities of modern education. During wartime, the academic process has adapted to new realities, taking into account all the complex challenges and security situation Rybinska, Y., Sarnovska, N., Kholmakova, Y., Nikolaieva, T., Burkalo, T., & Kuznetsova, A. (2023). After reviewing the research on this topic, the study examines the characteristics of teachers that contribute to their well-being in wartime conditions and outlines pedagogical practices aimed at supporting teachers and maintaining teaching quality.

Research Methods. The study employs a qualitative theoretical analysis, based on the analysis and synthesis of scientific sources in the field of education. Research methods include theoretical analysis of pedagogical and psychological literature, comparative analysis of scientific approaches to teacher well-being and pedagogical resilience, and summarisation of research findings related to educational practices applied in crises.

In addition, methods of systematisation and conceptual analysis were used to identify key pedagogical characteristics that contribute to teacher well-being and to justify educational strategies and practices aimed at supporting teachers and maintaining the quality and continuity of education in wartime. The selected methods allowed for a comprehensive study of teacher well-being as a pedagogical condition for the sustainable functioning of education.

Research Results and Discussion. The psychological well-being of teachers plays a key role in the successful implementation of their professional activities. The modern educational

environment places high demands on teachers: not only mastery of the subject and methodology, but also the ability to empathise, respond flexibly to the needs of students, manage emotional stress and maintain inner stability. (Bolotnikova et al., 2023). In these conditions, the psychological state of a teacher becomes not just a personal issue but an essential professional resource. In this article, it has been examined why teachers' psychological well-being is a crucial factor in a successful educational process and what measures can be taken to enhance it.

The influence of teachers' psychological well-being on the educational process can be expressed in the following factors:

- Motivation and productivity.

Teachers who experience psychological well-being tend to exhibit higher levels of motivation and interest in their work. They can plan lessons effectively, use innovative teaching methods, and actively engage with students. In turn, this contributes to deeper learning and improved academic performance.

- Emotional stability and support for students.

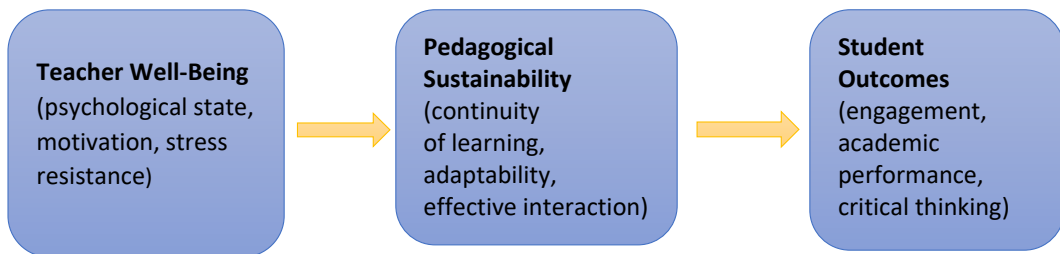
Psychologically healthy teachers can maintain emotional stability in stressful situations, enabling them to respond appropriately to problems and conflicts that arise in the classroom. They become a source of support for students, creating a safe and comfortable learning environment where every student feels important and valued. This is especially important during times of war, when teachers must provide direct support to their students.

- Creativity and innovation.

Teachers with a high level of psychological well-being are more inclined towards a creative approach and innovation in the educational process. They actively introduce new technologies and develop non-standard lessons and teaching methods, which contribute to the development of critical thinking and creativity in students.

- Relationships with colleagues.

A healthy psychological climate among teachers contributes to improved relationships within the team. This enables teachers to collaborate more effectively, share experiences, and support one another. The result is a cohesive team focused on common goals and improving the quality of education.



Research shows that levels of stress, job satisfaction, emotional energy and personal resilience directly affect the quality of teaching, the style of interaction with students and the readiness for innovation. Teachers who are in a state of psychological well-being demonstrate higher levels of engagement, creativity and ability to engage in constructive dialogue, which has a positive impact on learning outcomes and the emotional climate in the classroom. Conversely, chronic stress, burnout, and emotional exhaustion reduce professional competence, lead to formalism in work, and can cause teachers to leave the profession. Thus, understanding the relationship between a teacher's internal state and their professional effectiveness is a crucial step toward creating a sustainable and healthy educational environment. The primary concept underlying this topic is that the psychological well-being of teachers is a vital prerequisite for achieving high professional competence. The effectiveness of teaching activities – from lesson planning to interacting with students and colleagues – is primarily determined by emotional state, stress resistance, and internal job satisfaction. Teachers

who feel psychologically stable and supported can demonstrate flexibility, creativity, empathy and initiative, which directly affects the quality of education. They are better able to cope with challenges, adapt to change and create a favourable classroom atmosphere that promotes student development. At the same time, chronic stress, emotional burnout, and lack of psychological support undermine motivation, reduce concentration, and lead to professional displacement and formalism at work. Thus, caring for the psychological health of teachers is not just a matter of social support, but a strategic necessity for improving the quality of the educational process and strengthening professional competence. The primary concern is that, despite the apparent connection between psychological well-being and professional competence, the significance of teachers' emotional state is often underestimated in educational practice. Teachers face high workloads, constant time constraints, the need to resolve complex behavioural and social problems among students, and insufficient support from administrators and society. These factors create a persistent background of chronic stress, which over time can develop into professional burnout, leading to decreased motivation, emotional exhaustion, and loss of interest in teaching. In such conditions, even a highly qualified specialist may lose the ability to interact effectively with students, adapt to new methods, and demonstrate the flexibility and creativity required of a modern teacher.

At the same time, professional development and certification systems often focus on formal indicators and subject knowledge, overlooking the psychological aspects of professional resilience. This results in a contradiction: teachers are expected to be highly competent and engaged, but the conditions for drawing on their inner resources and maintaining emotional health are not provided. This problem is particularly acute in the context of war and ongoing education reform, digitalisation and increasing demands on learning outcomes, which makes the issue of supporting teachers' psychological well-being not just relevant, but a necessary condition for the sustainable development of the educational environment. Addressing the interrelationship between teachers' psychological well-being and professional competence necessitates a systematic approach aimed at creating a sustainable and supportive educational environment.

Addressing the issue of the relationship between psychological well-being and the professional competence of teachers requires a systematic approach aimed at creating a stable and supportive educational environment. First and foremost, it is necessary to integrate concern for the psycho-emotional health of teachers into the official policies of academic organisations and professional development systems. This includes the introduction of regular psychological support programmes: supervision, training in stress management, emotional self-regulation and burnout prevention techniques. It is essential to ensure that teachers have access to qualified psychological support, including anonymous services, to support their well-being. (Bondarchuk & Pinchuk, 2023). It should be noted and emphasised that such centres have recently been established in Ukraine based on educational institutions. It is also essential to create a safe space for discussing professional challenges without fear of judgment or repercussions. The management of educational institutions should foster a culture of support where not only performance is valued, but also human dignity, emotional well-being and work-life balance. Reducing administrative burdens, distributing responsibilities wisely, offering flexible schedules, and recognising professional achievements also play a key role in strengthening teachers' internal resources. It is equally essential that issues of psychological well-being have recently been included in teacher training and retraining programmes, helping teachers to develop skills of self-awareness, reflection and resilience. In addition, it is necessary to develop horizontal links between teachers to create communities of practitioners where they can share experiences, receive support and find inspiration. (Lavrysh et al., 2025).

In addition, it is necessary to consider the practical aspects of organising the educational process, which facilitate the work of teachers and prevent their burnout, while maintaining the quality of education in wartime conditions. In wartime conditions, the organisation of the educational

process should be oriented towards reducing excessive professional strain on teachers while ensuring the quality and continuity of instruction. One of the key strategies is the rational structuring of the curriculum, including the prioritisation of core learning outcomes and the reduction of secondary content. Such an approach enables teachers to focus on essential educational objectives without the pressure of completing an overloaded curriculum.

Flexible scheduling represents another important organisational measure. The use of shortened lessons, asynchronous learning components, and modular course design enables teachers to adapt instruction to unstable conditions caused by air raid alerts, power outages, and interruptions in internet connectivity. This flexibility not only supports instructional continuity but also reduces emotional exhaustion associated with constant time pressure.

The optimisation of assessment practices is also crucial in wartime education. Shifting the emphasis from summative to formative assessment, increasing the use of project-based and portfolio assessments, and reducing the frequency of high-stakes testing can significantly decrease teachers' workload while maintaining meaningful feedback and ensuring high-quality learning.

Collaborative teaching practices contribute to both pedagogical effectiveness and teacher well-being. Team teaching, shared lesson planning, and the development of common teaching materials allow teachers to distribute responsibilities more evenly and reduce individual workload. Establishing professional learning communities within educational institutions fosters peer support, exchange of pedagogical solutions, and collective problem-solving.

Finally, the integration of digital tools and blended learning models should be guided by pedagogical feasibility rather than technological novelty. The selective use of stable, low-resource digital platforms and pre-prepared instructional materials helps teachers manage their time more efficiently and avoid additional cognitive and organisational overload. Taken together, these organisational strategies support teacher well-being as a pedagogical resource and enhance the sustainability of the educational process in wartime contexts.

Conclusions and Prospects for Further Research. At the current stage of societal development, in the context of war, new and more complex demands are placed on teachers' personalities. Insufficient personal resources, inadequate mental regulation by the teacher, and the impact of prolonged and superhuman stressors can lead to professional burnout. Manifestations of various levels of professional burnout syndrome require further systematic, planned psychological work to prevent or minimise them in order to minimise the professional deformation of teachers. However, even in such challenging circumstances, our country's teachers strive to remain resilient and competitive, continually improving and refining their professional skills, developing unconventional and flexible thinking, creative abilities, and the capacity to adapt to rapid changes in living conditions. Our teachers continue not only to teach, but also to shape well-rounded, spiritually, intellectually, and creatively developed personalities who are adapted to the realities of modern life, socially mature, and successfully assimilate the valuable, normative experiences of generations. Prospects for further research include deepening the pedagogical analysis of factors affecting teachers' well-being and exploring effective educational strategies to ensure pedagogical stability in wartime conditions.

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Коло наукових інтересів: педагогіка вищої освіти, професійна освіта, методика викладання іноземних мов, психологія, організація освітнього процесу.

БЛАГОПОЛУЧЧЯ ВЧИТЕЛЯ ЯК СКЛАДНИК ПЕДАГОГІЧНОЇ СТІЙКОСТІ В УМОВАХ ВІЙНИ: ДОКАЗОВО ОБҐРУНТОВАНІ ПІДХОДИ В УКРАЇНІ

Анотація. Повномасштабна війна в Україні глибоко вплинула на систему освіти, що призвело до значних змін в організації та здійсненні процесу навчання та викладання. Регулярні перерви, спричинені сигналами повітряної тривоги, переміщенням до бомбосховищ та відключенням електроенергії, призвели до втрати навчального часу й ускладнили підтримку якості викладання у всіх формах освіти. За таких умов від вчителів вимагається високий рівень педагогічної адаптивності для забезпечення безперервності навчання та ефективної взаємодії з учнями. Водночас збільшення професійного навантаження, обмеженість ресурсів та тривалі кризові умови негативно впливають на самопочуття вчителів, яке є важливою педагогічною умовою для підтримання ефективності навчання. Погіршення самопочуття підриває здатність вчителів планувати, проводити та адаптувати навчання, послаблює педагогічну комунікацію та, зрештою, впливає на академічну активність учнів і результати навчання. За таких умов питання збереження педагогічної стійкості стає особливо актуальним, оскільки стосується не тільки організаційної стабільності, а й збереження ефективних педагогічних практик, професійної залученості вчителів та безперервності педагогічної взаємодії. Благополуччя вчителів у цьому контексті слід розглядати не як індивідуальну характеристику, а як системний педагогічний ресурс, що підтримує функціонування освітніх закладів у кризових ситуаціях. Ця стаття має на меті концептуалізувати педагогічну стійкість як здатність освітньої системи підтримувати якість і безперервність навчання в умовах кризи, а також обґрунтувати благополуччя вчителів як один із її ключових компонентів. На основі теоретичного аналізу педагогічної та психологічної літератури, а також порівняльного аналізу наукових підходів дослідження систематизує науково обґрунтовані освітні практики, спрямовані на підтримку вчителів та підвищення стійкості освітнього процесу в Україні в умовах війни.

Ключові слова: благополуччя вчителів; педагогічна стійкість; безперервність навчання; педагогічна взаємодія; освіта в умовах кризи