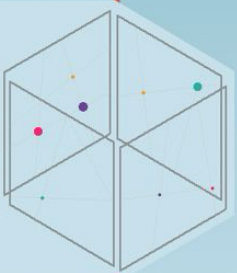


Ukrainian Association of Educational and Developmental Psychology

SOCIALIZATION & HUMAN DEVELOPMENT

International Scientific Journal

e ISSN 2706-8706



ISSUE 1/2025

Socialization and Human Development is a peer-reviewed open access journal that specializes in revealing the relationships between human mental development and the processes of its socialization. The main emphasis is on understanding psychological factors that influence human behavior and personality development in various social contexts, including family, education, business, and culture of society.

The journal was founded by the Ukrainian Association of Educational and Developmental Psychology in 2019 (ISSN Online: 2706-8706). Since 2023, it has been registered in the Register of the National Council of Ukraine on Television and Radio Broadcasting as an online media with the identifier - P-40-01745. Indexed in the scientometric databases NAUKA, Google Scholar, Crossref, Copernicus.

**Recommended for publication by the Scientific and Technical Council of the
Ukrainian Association of Educational and Developmental Psychology
(Minutes No. 1 dated November 16, 2025)**

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ISSN Online: 2706-8706

Publishing House VD "Dakor"



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Editorial

Dear readers!

We are pleased to announce the release of the next issue 1/2025 (Volume 7) of a specialized international publication, in which we continue to publish the results of empirical research, analytical reviews and scientific investigations dedicated to the study of topical problems of socialization and human development.

We draw your attention to the fact that starting in 2024, issues of the journal "Socialization and Human Development" (SHD) are recommended for publication by the decision of the Scientific and Technical Council (STC) of the NGO "Ukrainian Association of Psychology of Education and Development". The STC of the association, by agreement, includes honorary members of the association with psychological education (domestic and foreign) and members of the board of the NGO (see the website www.UAPED.COM).

This issue of the journal presents articles whose authors, relying on sociocultural methodology, highlight important issues for modern psychological science and practice of family, educational, and organizational socialization and development of adults and children in wartime. This is discussed in the materials of Anna Beilinson and Galina Lapteva on the empirical study of the influence of self-understanding and self-regulation on the psychological well-being of civilians in Ukraine, Olena Khimchenko and Anastasia Pogorelova, who reveal the psychological components and factors of emotional states of internally displaced persons, and Tetyana Galtseva and Oleksandra Telegina, who trace the evolution of the psychological interpretation of the phenomenon of the "queen bee" from a syndrome to an organizational strategy of a female leader.

Also on the pages of the issue, its authors reflect on the problems of evidence-based methodological support for psychological interventions, which were discussed at a round table within the framework of the First Forum of Evidence-Based Psychological Practices, organized by the Department of Developmental Psychology of the Kyiv National University, which took place on September 25-26, 2025 at the Taras Shevchenko National University of Kyiv. The articles by Svitlana Vaskivska (Evidence-Based Psychological Practices: Principles of an Interdisciplinary Approach in Psychotherapy through the Lens of Modern Theoretical Physics) and Vera Korkh (Socio-Psychological Support of Ukrainian Children and Teachers of Preschool Education Institutions in Wartime), Lyudmila Tokaruk and Viktoriya Nikolayenko (Study of the Effectiveness of Social and Pedagogical Support for Families of Deceased Military Personnel) outline the areas of interest of the forum participants in the problem of the effectiveness of psychological and resocializing practices in wartime. The materials of Oleksandr Tkachenko and Stanislav Chumak, Svitlana Kaminska and Natalia Stepanova present the results of testing evidence-based practices of psychological assistance to Ukrainian combatants and their family members, which are currently being implemented at the Center for Veteran Development of the Taras Shevchenko National University of Kyiv.

In order to expand the scope of possible research into topical issues of modern psychological science and practice, we invite you to read yourself with these and other articles presented in the full issue of 1 2025 (Vol. 7) of our journal.

*Sincerely, Editor-in-Chief of the SHD Journal:
prof. Olena Vlasova*



RESEARCH ON THE INFLUENCE OF SELF-UNDERSTANDING AND SELF-REGULATION ON THE PSYCHOLOGICAL WELL-BEING OF CIVILIAN CITIZENS OF UKRAINE

Beilinson Anna, Laptieva Halina

DOI: 10.37096/SHDISJ-25-1.1-0001

Abstract

Relevance. The article highlights the features of the psychological well-being of an adult in difficult life circumstances of wartime. The subject of the study was the role of self-understanding and self-regulation of the individual in supporting a person's psychological well-being during wartime. The purpose of the work is to identify the relationship between the level of self-understanding, self-regulation and psychological well-being of a person as an indicator of the harmonization of his psychological state, as well as to develop practical recommendations for the development of such mechanisms of the psyche.

Methodology. Methods. The following methods were used in the work: 1) PWB K. Riff Psychological Well-Being Scale (Ukrainian adaptation of Karskanova S. V.); 2) Emotional Self-Awareness Test (EIQ) Vlasova O., Berezyuk M.; methods of statistical data processing. Sample. 46 respondents aged 18 to 65 years participated in the study. Gender of respondents: Women - 30 people (65%); Men - 16 people (35%).

Results. Correlations were established between the features of psychological well-being and indicators of the components of emotional intelligence of the studied individuals: differentiation of emotions (self-understanding) and acceptance of responsibility for the quality of emotional experience (self-regulation). The hypothesis that a high level of emotional self-understanding and self-regulation are associated with self-acceptance and formation of life goals of the respondents was proven. In particular, subjects with a higher level of emotion differentiation and responsibility for their own emotional states had significantly higher indicators of psychological well-being, motivational maturity (goals in life) and personal autonomy, which may indicate greater psychological integration and harmony of their inner world.

Conclusions. Based on the results of the study, recommendations were developed for the development of self-understanding and emotional self-regulation of citizens living in relatively safe regions of Ukraine.

Keywords: psychological well-being, harmony of personality development, self-awareness, self-understanding, self-regulation, emotional intelligence.

Relevance

In the conditions of a full-scale war in Ukraine, the issue of psychological well-being is becoming particularly acute. The state of constant danger, losses, social and personal

upheavals create an extremely high level of stress on the population. At the same time, there is a growing public demand for maintaining internal resilience, developing people's ability to adapt to change and maintain psychological balance despite external circumstances.

The relevance of the study is due to the need for a deeper understanding of what internal factors contribute to the development of psychological resilience and the preservation of mental health of an individual in crisis social conditions. In particular, an important direction of research is the search for effective tools for preventing stress disorders and forming personal resilience through the development of psychological mechanisms of self-understanding and self-regulation of a person.

The psychological equivalent of mental health is the phenomenon of subjective well-being or psychological well-being of a person. Such well-being is a complex multidimensional phenomenon that includes self-perception, autonomy, positive relationships, the ability to develop, purposefulness and a person's control over the environment (K. Riff, 1989).

On the other hand, in the context of the positive psychological approach (E. Diener, M. Seligman, 2004), psychological well-being is considered not only as a set of structural components of the personality (self-acceptance, autonomy, etc.), but also through the ratio of positive and negative affect. The predominance of positive affect (a feeling of satisfaction, inner harmony, vital energy) indicates a high level of psychological well-being, while the dominance of negative affect (a feeling of dissatisfaction, emotional tension) indicates its low status. At the level of individual subjective representation, well-being is interpreted primarily as a balance of positive and negative affect, which may be more or less conscious and controlled. Therefore, a special problem in the study of subjective well-being is the question: how, in the difficult circumstances of the lives of citizens in a warring country, the level of awareness of Ukrainians of their emotions and feelings (self-understanding) and the ability to manage their own emotional states (self-regulation) affect their psychological well-being.

Therefore, the purpose of the article is to study, using a Ukrainian sample, how the features of self-understanding and self-regulation skills of civilian adults who find themselves in stressful everyday life conditions are related to the features of their psychological well-being.

It should be noted that this article does not aim to study self-regulation in individuals with severe psychotraumatic consequences of combat or losses. The analysis is conducted in the general adult population, without special diagnosis of clinical cases, which allows avoiding ethical risks and ensuring compliance with the selected research methods.

Thus, the topic of the study is relevant in the context of modern challenges of Ukrainian society and has significant practical value, primarily for supporting human mental health and preventing the occurrence of destructive mental phenomena.

Theoretical background



Within the framework of the theoretical analysis, it is appropriate to consider the leading psychological approaches that allow for a comprehensive understanding of the role of self-understanding and self-regulation in harmonizing the human condition, an indicator of which is the subjective well-being of the individual. Despite methodological and philosophical differences, all models - from humanistic to cognitive, from existential to narrative - converge in many key points.

The concept of a harmonious personality, widely used in Soviet humanities, is closely related to the category of psychological well-being (Psychological Well-Being, PWB) proposed by C. Riff. Riff emphasizes that true well-being is not only the absence of symptoms of psychopathology, but also the ability of an individual to self-actualize, withstand stress, and function effectively in difficult life situations. Her model emerged as a response to the limitations of the hedonistic approach to happiness, which focuses only on pleasant emotions and subjective satisfaction with life. Instead, it is based on the ideas of eudaimonia - a deeper, meaningful well-being associated with self-realization and an active interest in the world, proposed by Aristotle.

In Ryff's six-factor model, harmony is defined as a combination of the following components: self-acceptance, positive relationships with others, autonomy, environmental mastery, personal growth, and purposefulness (Ryff, 1989). Each of these components is a manifestation of internal integrity and coherence of the functioning of the self. For example, self-acceptance - the ability to recognize oneself with all one's strengths and vulnerabilities - is the basis for the formation of stable self-esteem and personal maturity. Purposefulness provides a life vector, and personal growth - openness to change and internal development.

The prerequisites for the formation of the model were concepts of personality development, including Maslow's (1962) theories of self-actualization, Frankl's (1985) theories of the search for meaning as a key motivational force, Rogers' (1951) theories of congruence and authenticity, Erikson's (1982) theories of life crises and psychosocial maturation, as well as cognitive-behavioral ideas about internal regulation.

An integrative review of psychological well-being models also includes contemporary approaches such as Deci and Ryan's (2000) Self-Determination Theory (SDT), where well-being is understood as a function of meeting the needs for autonomy, competence, and relatedness. Self-Determination Theory (SDT), developed by Edward Deci and Richard Ryan (1985, 2000), is one of the most influential contemporary models of motivation, explaining how an individual's internal needs shape their well-being, motivational style, and well-being. Central to SDT is the idea that people have three basic psychological needs, the satisfaction of which is critical for personal growth and psychological well-being:

1) Autonomy - the feeling that I act on my own initiative, for internal reasons, and not under pressure.

2) Competence - the ability to effectively influence the environment and feel my own effectiveness.

3) Relatedness - the feeling of support, acceptance, and belonging to significant others.

When these needs are satisfied, a person develops in the direction of intrinsic motivation, integrity, psychological stability, and the ability to harmoniously express himself. When they are frustrated, the risk of extrinsic motivation, apathy, conflict between «need» and «want» increases, and therefore incongruence.

In the context of self-understanding, SDT suggests seeing oneself not as an object of control by norms and expectations, but as an autonomous subject capable of building an internally consistent life. This means developing the ability to distinguish between imposed goals and roles and one's own beliefs, interests, and style of action. Thus, self-understanding here manifests itself as a reflection on the motivational nature of one's own behavior: what drives me - desire or pressure?

Self-regulation in this model is the ability to sustain authentic action, that is, action that is consistent with internal values. On the continuum of motivation (from extrinsic to integrated), intrinsic regulation ensures long-term effectiveness without burnout. For example, cognitive reframing or rejecting external standards in favor of one's own needs are manifestations of self-regulation that support autonomy.

Autonomy in SDT is not isolation, but the ability to be oneself within the framework of full social interaction. Empirical research confirms that high levels of autonomy and intrinsic motivation are associated with greater life satisfaction, lower levels of anxiety, better academic and professional functioning, higher levels of empathy, creativity, and resilience (Ryan & Deci, 2017).

In the context of personality harmony, SDT explains that integrity arises where there is consistency between internal needs, self-awareness, and behavior. Self-understanding gives a person the key to internal motivation, and self-regulation is the ability to maintain it despite external pressure. In general, Carol Rieff's PWB model has accumulated humanistic, existential, and evolutionary-cognitive traditions. A harmonious personality is not an idealized figure, but one that: 1) has an internal meaning and vector, 2) acts in accordance with itself (autonomy), 3) accepts itself and openly perceives experience, 4) establishes deep interpersonal connections, 5) is constantly developing.

Thus, psychological well-being, according to Rieff, is an active process of forming inner harmony through self-knowledge, self-acceptance, development of potential and authentic functioning in the world.

Self-understanding is a complex integrative process of self-awareness, which includes cognitive analysis, emotional sensitivity, insight and the ability to interpret one's own experience. This concept encompasses awareness of one's thoughts, emotions, behavioral patterns and internal contradictions. According to Grant, Franklin and Langford (2002), self-understanding consists of two components: self-reflection and insight, which are



measured by the Self-Reflection and Insight Scale (SRIS). At the same time, self-reflection is the ability to reflect on one's states, while insight is a deep understanding of oneself.

The theory of objective self-observation (Duval & Wicklund, 1972; Silvia, 2001) views self-understanding as a process of activating attention to oneself, which leads to a comparison between the real and normative self, stimulating either self-correction or rumination. In humanistic psychology (Rogers, 1951), self-understanding is interpreted as the acceptance of internal experience without judgment. Rogers believed that a person can grow only when he allows himself to be as he is. In the phenomenological and narrative approaches (McAdams, 2006), self-understanding is formed through reflection on life history: a person rethinks his experience, gives it meaning, forming a holistic identity.

Thus, self-understanding performs several heuristic functions in the development of a harmonious personality: 1) forms a coherent self-concept; 2) allows you to identify authentic needs and goals; 3) reduces the level of internal conflict and ruminations; 4) creates a basis for emotional self-regulation and conscious behavior. This is a process that underlies the integrity of the personality and its openness to growth.

Self-concept is a system of beliefs about oneself that includes cognitive, emotional, and behavioral components. According to Robert Burns (1979), self-concept is not simply a reflection of who a person is, but a dynamic, self-regulating structure that influences perception, behavior, and mental stability.

Burns identifies three main components of self-concept: 1) cognitive (what I think about myself), 2) emotional (how I feel about myself), 3) behavioral (how I act in accordance with my self-image). Self-concept also has a hierarchical structure, where the general self includes partial representations of oneself in different life spheres: professional, social, emotional, etc. It is constantly formed and changed under the influence of experience, feedback, reflection and interpersonal interaction.

Self-understanding is a key mechanism for the formation and renewal of the self-concept. A person who is able to realize his true needs, experiences and internal conflicts gradually integrates different aspects of himself into a holistic system. On the other hand, incongruence - the gap between the real, ideal and socially desirable self - can cause emotional tension, frustration and alienation from himself.

A harmonious personality, according to Burns, is not one that has an "ideal" self, but one that is capable of openly integrating the various elements of one's experience into a consistent, receptive, and flexible self-concept. This ensures integrity, resilience to stress, and adaptation in a changing world.

In Carl Rogers's theory of personality (Rogers, 1951), the concept of congruence is central to understanding mental health, wholeness, and development. Congruence is a state of internal consistency across three levels: experience, self-concept, and external behavior. In other words, a person is congruent when they acknowledge and accept their

feelings, are aware of themselves, and act on this awareness. "The more I accept myself, the more I can change," Rogers argued, emphasizing that acceptance is a prerequisite for growth, not a stopping point.

Congruence is manifested in such traits as authenticity, openness to experience, emotional honesty, and the ability not to repress or deny inner experiences. Incongruence, on the contrary, is manifested in internal conflicts, self-deception, the use of defense mechanisms, and, accordingly, in mental tension.

Rogers believed that psychotherapy aims to create conditions for the growth of congruence - through three key factors:

- 1) conditional positive acceptance by a significant other (or therapist);
- 2) empathetic understanding of the client's inner experience, congruence of the therapist himself (authenticity, openness, honesty).

These same factors can also be considered as conditions for the development of a harmonious personality in everyday life. A person who is in a state of congruence demonstrates stability, emotional integrity, the ability to self-acceptance and openness to development. Congruence is also directly related to self-understanding: it is possible only when a person allows himself to realize and integrate even those aspects of himself that were previously repressed or denied. This process contributes to the creation of a coherent self-concept, which in turn allows for the regulation of behavior based on deep contact with his own values, and not on the basis of external norms or expectations. Thus, in Rogers' concept, a harmonious personality is a congruent personality who lives life in agreement with his or her own inner experience, rather than in denial or distortion of it.

Self-efficacy in Albert Bandura's theory. Albert Bandura (Bandura, 1997) considered self-efficacy as a person's belief in their own ability to achieve goals, cope with challenges, and regulate behavior in difficult conditions. Self-efficacy is directly related to self-regulation: it affects the level of effort, duration of actions, and resilience in the face of difficulties. A person with high self-efficacy is more likely to: act in accordance with their own goals, maintain intrinsic motivation, and be less prone to frustration and rumination.

Thus, self-efficacy is a psychological resource that enhances both self-understanding (through the experience of control) and self-regulation (through consistent purposeful effort).

Antonovsky (1987) proposed a model of salutogenesis, an approach that explains how a person maintains health and harmony under stress. The central concept of the model is the sense of coherence, which includes: 1) awareness (what is happening to me), 2) controllability (I can influence), 3) meaningfulness (this has meaning). A high sense of coherence increases stress resistance, promotes the integration of experience, the development of self-regulation and self-perception. It resonates with Frankl's logotherapy, Deci and Ryan's SDT, and the concept of holistic identity.

Koole (2009) proposed a model of self-regulation that encompasses three levels of the psyche: 1) emotional (impulsive response to stimuli), 2) motivational (regulation of



actions in accordance with needs), 3) value (long-term action in accordance with a philosophy of life).

This model integrates data from emotional regulation, motivation theories (SDT, Bandura), and cognitive behavioral therapy, allowing for a better understanding of how self-regulation works in conditions of contradictions or a crisis of meaning. Koole emphasizes that a harmonious personality is able not only to regulate emotions, but also to build a life in accordance with a value context that corresponds to its deep self.

The narrative approach to understanding personality, proposed by the American psychologist Dan McAdams (McAdams, 1985, 2001, 2006), considers a person's narrative identity as a space of self-content. The researcher defines narrative as a process of rethinking experience in which an individual identifies meaningful moments in his life (successes, traumas, turning points) and embeds them in an internal life plot. The structure of the narrative includes key scenes, characters, motivational themes, and the moral position of the narrator.

This allows: 1) to find meaning in complex events, 2) to restore subjective control, 3) to see the connection between different periods of one's development.

Narrative self-understanding is an active creative act in which a person not only remembers, but also interprets, chooses, rewrites and creates a new version of themselves that corresponds to their current values and goals.

In terms of self-regulation, narrative identity gives a person internal consistency, which allows them not to get lost in a crisis, maintain a vector of actions and not lose a sense of meaning.

McAdams identifies two key types of narratives: 1) a redemption narrative—a story in which a negative experience is transformed into meaning, growth, and strength; 2) a contamination narrative—a story in which the positive is destroyed by the negative, leading to rumination, devaluation, and decreased self-acceptance. Changing the narrative, for example, from a story of defeat to a story of growth, is a mechanism for emotional recovery and behavioral regulation.

A harmonious personality, according to narrative theory, is one who is able to rewrite their life script in the direction of a meaningful, coherent, and stable self-perception. This does not mean avoiding difficulties, but rather the ability to place challenges in the context of personal growth. Self-understanding here is authorship, and self-regulation is the ability to keep the plot open to new content.

The presented theoretical analysis allows us to formulate the following hypotheses for further research:

The main hypothesis of the study: the features of a person's psychological well-being are positively related to the level of his or her self-understanding and self-regulation. The higher the level of development of a person's self-understanding and self-regulation skills, the higher the level of psychological well-being of such a person.

Partial hypotheses:

1) Self-understanding (the ability to realize, reflect and differentiate emotions) is positively correlated with the level of self-acceptance, autonomy, purposefulness and personal growth.

2) Insufficient development of self-understanding and self-regulation is associated with a lower level of psychological well-being, a decrease in purposefulness and self-acceptance of a person.

Methodology

The aim of the empirical study is to identify the relationship between the characteristics of psychological well-being as evidence of the harmony of an adult's personality with the level of development of their emotional self-understanding and self-regulation.

Research methods:

- theoretical: analysis and generalization of scientific literature on the issues of self-understanding, self-regulation, psychological well-being and personality harmony; systematization of psychological concepts to form a theoretical model of the relationship between the phenomena under study.

- empirical: 1) Psychological Well-Being Scale (PWB) - K. Riff (Ukrainian adaptation of Karskanova S. V.); 2) Emotional Intelligence Test (EIQ) - O. Vlasova, M. Berezyuk (both methods have undergone preliminary testing and have appropriate validity). 3) questionnaire for collecting objective characteristics of study participants;

- methods of statistical data processing: 1) qualitative analysis of responses, including interpretation of results in the context of psychological theories;

1) quantitative analysis of results using mathematical statistics methods Standard Microsoft Excel software tools and the following specialized statistical methods were used for calculations:

2) Descriptive statistics: calculation of mean values, standard deviations, frequency characteristics for a general assessment of the distribution of results on each scale.

3) Correlation analysis (Pearson coefficient): to determine the relationships between the level of self-understanding, self-regulation and indicators of psychological well-being.

3) Comparative analysis: study of differences in the levels of psychological well-being, emotional competence and motivational orientations depending on gender, age, professional effectiveness.

4) Graphical presentation of data: construction of diagrams and tables to visualize the main results.

Brief description of the methods used:

The purpose of the Psychological Well-Being Scales (PWB, author - Carol Riff) is to assess the level of psychological well-being of an individual according to six basic



dimensions: Autonomy; Self-acceptance; Positive relationships with others; Environmental management; Life goals; Personal growth.

The PWB Scale questionnaire consists of 84 statements (14 for each scale). The answers are rated on a 6-point scale: from "strongly disagree" (1) to "strongly agree" (6). Each of the scales of the PWB methodology corresponds to the key aspects considered in the theoretical review. Their correlation is summarized in Table 1:

Relationships between scales of psychological well-being.

The scales of the K. Riff model do not function in isolation. They are closely related to each other and reflect a holistic system of internal well-being:

1) A high level of self-acceptance is often accompanied by developed autonomy and goal orientation in life.

2) Positive relationships support both self-understanding and the ability to personal growth.

Table 1. PWB scale and correspondence to scientific theories

Theoretical position	The corresponding scale of the PWB methodology
Self-acceptance as the basis of harmony (K. Rogers)	Self-acceptance
Social inclusion and the need for love and belonging (A. Maslow)	Positive relationships with others
Autonomy as a necessary condition for self-development (E. Deci, R. Ryan)	Autonomy
The presence of meaningful life orientations (V. Frankl)	Goals in life
The desire for constant development and self-actualization (A. Maslow, D. McAdams)	Personal growth

3) Optimal mastery of the environment is a consequence of the development of autonomy and personal growth.

4) The lack of development in one of the areas (for example, a low level of self-acceptance or lack of life goals) can negatively affect other aspects of well-being.

Thus, psychological well-being is considered as a dynamic system, where the development or decline of one component is reflected in the holistic state of the personality. In general, the described scales form a harmonious unity of human life competencies, which, being ontogenetically formed, lead a person to flourish as a stable psychological well-being.

The use of psychological well-being scales makes it possible to answer the following key research questions:

1) Is the individual able to accept himself and recognize his value?

- 2) Is the individual able to build deep and supportive relationships?
- 3) To what extent is the individual independent in his judgments and actions?
- 4) Does the individual have effective strategies for managing life circumstances?
- 5) Does the individual have defined life goals and does he feel the meaning of his existence?
- 6) Does the individual strive for constant development and disclosure of his own potential?

The results obtained using the method will allow us to empirically test the assumption that developed self-understanding and self-regulation skills are positively correlated with the level of psychological well-being and, accordingly, with the harmony of the personality.

Assessment of the level of self-understanding and self-regulation based on the results of the EIQ.

The purpose of the Emotional Intelligence Test (EIQ test) by O. Vlasov and M. Berezyuk is to investigate the level of development of the emotional competencies of the individual at the level of working with one's own emotions as intrapsychological formations.

The main dimensions or scales of the questionnaire relevant to the subject of the study:

- 1) Expression of emotions (an indicator of self-understanding),
- 2) Differentiation of emotions (an indicator of self-understanding),
- 3) Empathy (the innate ability to resonate with the experiences of others),
- 4) Acceptance of responsibility (an aspect of self-regulation),
- 5) Management of emotions (an aspect of self-regulation).

Form: scale questionnaire with a quantitative assessment of each component.

The method allows you to study general trends in the level of development of emotional self-understanding and self-regulation among an adult sample and identify relationships between these factors and other variables.

The idea of emotional intelligence (EI) arose as a reaction to the limitations of the cognitive approach to understanding intelligence and emphasized the importance of emotional processes in the development of personality. P. Salovey, J. Mayer, and later D. Goleman formulated the idea of emotional intelligence as the ability to be aware of one's own emotions and the emotions of other people, to regulate them and use them in thinking and activity.

To diagnose the level of development of emotional self-understanding and self-regulation, this study used the "Emotional Self-Awareness Test" (EIQ) methodology developed by O. I. Vlasova and M. A. Berezyuk. The components of emotion differentiation and emotion management directly correspond to the concepts of self-understanding and self-regulation, which are considered the main factors in the formation of psychological harmony of the individual. Differentiation of emotions provides



awareness of the inner emotional world, deeper self-knowledge, and is a necessary condition for constructive self-regulation. Emotion management allows the individual to respond adaptively to stressful or difficult situations, maintain internal balance, and effectively interact with the environment. Accepting responsibility for emotions forms the position of the internal locus of control, which is associated with autonomy and optimal mastery of the environment.

Significance for research. The EIQ questionnaire allows us to quantitatively assess the development of emotional self-understanding and self-regulation in adult respondents, which makes it possible to empirically test the hypothesis about their connection with the level of psychological well-being. It also allows us to identify the strengths and weaknesses of the respondents' emotional competence, which is the basis for further practical recommendations for the development of a harmonious personality.

The test consists of 50 statements, which are combined into five scales. The assessment is carried out on a three-level scale: low (1–3 points), medium (4–7 points), high (8–10 points) level of development of the corresponding emotional characteristic.

Thus, the Vlasova–Berezyuk model of intrapersonal emotional intelligence provides the opportunity for empirical research into the basic processes of emotional self-reflection and self-regulation in the context of the general psychological characteristics of the personality's harmony and its ability to maintain subjective well-being.

The current empirical study was conducted from 01.2025 to 04.2025 among the adult population of Ukraine located in regions of the country remote from the front line. The study aimed to identify the relationships between the level of self-understanding, self-regulation and psychological well-being of the individual in conditions of increased stress, characteristic of the country's modern social situation.

Research sample: 46 respondents aged 18 to 65 years participated in the study. Gender of respondents: Women - 30 people (65%); Men - 16 people (35%). Age categories: 18-25 years - 2 people (4%); 26-35 years - 20 people (43%); 36-45 years - 14 people; (30%); 46-60 years - 4 people (9%); 60+ years - 5 people (11%).

Respondents were recruited on a voluntary basis. The sample was formed from working adults without diagnosed mental illnesses or severe clinical traumas.

Data collection procedure:

1) The questionnaires were provided to respondents in printed and electronic format.

Before filling out the questionnaires, participants were provided with information about the purpose of the study, the principles of voluntariness and confidentiality of participation.

2) The average time for filling out one set of methods was about 30-40 minutes.

Ensuring data validity:

1) All methods used have proven psychometric validity and reliability in domestic adaptations.

2) Ethical standards of psychological research were observed: voluntary participation, anonymity of responses, absence of coercion.

Results

As part of the study, the level of psychological well-being of respondents was diagnosed using the Psychological Well-being Scale (PWB) by K. Riff.

The methodology allows assessing six key aspects of personal well-being: self-acceptance, positive relationships with others, autonomy, optimal mastery of the environment, goals in life, and personal growth. (see Table 2.)

Table 2. Average results on PWB scales

Scale	Average
Self-acceptance	58,00
Positive relationships with others	57,49
Autonomy	60,58
Optimal mastery of the environment	58,20
Goals in life	61,10
Personal growth	65,18

Analysis of the average scores indicates the following trends:

1) The highest indicators were recorded on the personal growth scale (65.18 points), which indicates a high level of respondents' orientation towards their own development, desire for self-realization and expansion of personal potential.

2) The indicators on the life goals (61.10) and autonomy (60.58) scales also turned out to be quite high, which indicates the presence of life direction, independence in decision-making and internal stability of the respondents.

3) Slightly lower average values are observed on the scales of self-acceptance (58.00) and optimal mastery of the environment (58.20), which may indicate certain difficulties of respondents in accepting their own shortcomings and adapting to external circumstances.

4) The lowest indicator was recorded on the scale of positive relationships with others (57.49), which may indicate the existence of certain difficulties in building deep, trusting interpersonal relationships among some respondents.

The obtained data allow us to conclude that in general, respondents demonstrate a fairly high level of psychological well-being, with a particularly developed orientation towards personal development and internal autonomy. At the same time, a certain insufficiency in the sphere of positive relationships and self-acceptance indicates the presence of reserves for further personal growth.

A detailed analysis of the distribution of respondents by the levels of development of the six key components of psychological well-being showed the following trends:

1) The average level of development of well-being indicators prevails on most scales.



2) The share of respondents with a high level of development of PWB components is significant and varies from 36% to 52% depending on the scale.

3) The number of respondents with a low level on each scale is minimal and does not exceed 4% of the sample.

4) In all cases, there is a small share of missing or incorrectly filled in answers (~4% of the sample).

Most respondents demonstrate an average or high level of psychological well-being on all main scales.

A high level of psychological well-being is most clearly manifested in the areas of purposefulness and personal growth, which indicates the dominance of development and self-realization among the respondents.

The least expressed (although also at an average level) components are positive relationships with others and mastery of the environment, which may reflect the peculiarities of social functioning in conditions of increased stress in society.

As part of the study, an assessment of the development of basic emotional competencies of the individual was carried out using the Emotional Intelligence Test (EIQ) by O. I. Vlasova and M. A. Berezyuk. The average values are presented in Table 3.

Table 3. Average results on the scales of the EIQ Test (Vlasova-Berezyuk)

Scale	Mean
Differentiation of emotions	7,62
Expression of emotions	4,91
Empathy	6,67
Acceptance of responsibility	6,31
Management of emotions	5,62
Overall level of emotional self-awareness	31,13

Interpretation of the results by scales shows the following:

- 1) Differentiation of emotions - 7.62 (average level closer to high).
 - Respondents demonstrate a well-developed ability to recognize and distinguish their emotions.
 - Close to a high level, which indicates a formed self-understanding of emotional states.
- 2) Expression of emotions - 4.91 (average level)
 - There is an average level of openness in expressing emotions.
 - There may be certain barriers to the natural expression of feelings in social situations.

3) Empathy - 6.67 (average level, closer to high, probably due to the gender imbalance of the sample, where 2/3 are women)

- The ability to understand and empathize with the emotions of other people is quite well developed.

- This contributes to maintaining social adaptability.

4) Accepting responsibility for emotions - 6.31 (average level)

- Respondents are partially aware of their responsibility for their own emotional states.

- There is potential for further development of personal autonomy in the emotional plan.

5) Managing emotions - 5.62 (average level)

- The ability to regulate emotional reactions is developed at an average level.

- In stressful or emotionally saturated situations, difficulties with controlling emotions are possible.

6) Overall level of emotional self-awareness - 31.13 points (with a maximum possible score of 50 points)

- This corresponds to an average level of emotional self-awareness.

- Respondents are capable of basic reflection of emotions and regulation of emotional behavior, but have reserves for further improvement.

Thus, the best developed competence in the sample is the differentiation of emotions, which indicates a sufficiently high level of self-understanding. The least developed was the sphere of expression of emotions, which may indicate the difficulties of respondents in open emotional communication. Respondents have an average level of self-regulation, which indicates the ability to manage emotions in ordinary situations, but potential difficulties in crisis moments of life. The overall level of emotional intelligence of the sample can be assessed as sufficient, with clear opportunities for further development.

In order to more deeply analyze the relationships between the level of development of self-understanding, self-regulation and psychological well-being, a correlation analysis of the results was conducted using the "Emotional Self-Awareness Test" (EIQ) and "Psychological Well-Being Scale" (PWB) methods.

The EIQ scales that best reflect the level of self-understanding and self-regulation of the studied individuals were selected for analysis:

1) Differentiation of emotions (EIQ) - as an indicator of self-understanding.

2) Acceptance of responsibility for emotions (EIQ) - as an indicator of reflective self-regulation.

3) Management of emotions (EIQ) - as an indicator of active emotional self-regulation.



Also, the scales of psychological well-being (PWB) diagnostics were highlighted, which, in the author's opinion, are most closely related to the integration of the personality, namely: Self-acceptance, Autonomy, Goals in life.

Calculations of the Pearson correlation coefficient showed that the Emotion Differentiation scale has: a strong positive relationship with the Goals in life scale ($r \approx 0.68$), a medium positive relationship with the Self-acceptance scale ($r \approx 0.45$), and a weak relationship with the Autonomy scale ($r \approx 0.19$).

The Acceptance of Responsibility for the Quality of Emotional Experience scale showed a medium positive relationship with the Self-acceptance scale ($r \approx 0.55$) and a weak positive relationship with Autonomy ($r \approx 0.30$).

To visually represent the relationships between the development of emotional self-awareness and the components of psychological well-being, scatter plots were constructed using regression lines (see Fig. 1).

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To visually represent the relationships between the development of emotional self-awareness and the components of psychological well-being, scatter plots were constructed using regression lines (see Fig. 1).

Taking responsibility for the quality of emotions (reflexive self-regulation) also demonstrates a positive association with self-acceptance, which indicates the importance of realizing personal responsibility for one's own emotional states for the integration of the image of the "I".

The revealed dependencies indicate that the development of a person's self-understanding contributes to increasing his or her internal harmony, self-acceptance, independence of judgments and the ability to build personally meaningful goals. And reflective self-regulation (taking responsibility for one's own emotions) is an important component of the inner integrity of the personality, supporting and harmonizing its processes of self-acceptance.

Thus, the results of the correlation analysis confirm the hypothesis of the leading role of self-understanding and reflective self-regulation in the formation of the psychological well-being of the studied individuals. As can be seen, the development of differentiation

of emotions and a responsible attitude to one's own emotional states are key factors in increasing the psychological well-being of an individual in the face of social challenges. This also allows us to speak of a more harmonious level of development of such an individual.

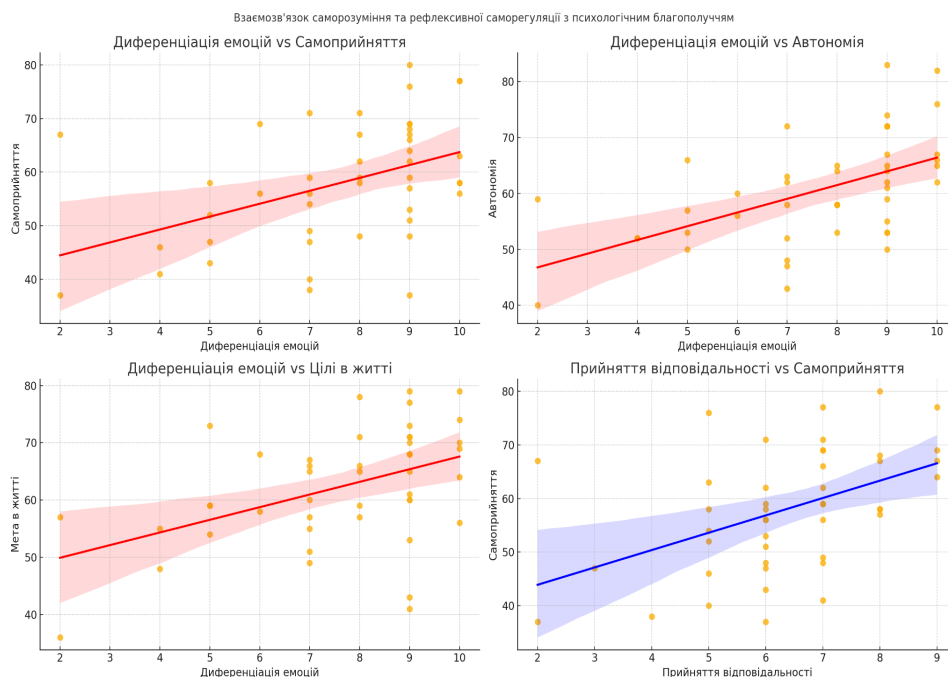


Figure 1. Relationship between self-understanding, reflective self-regulation, and psychological well-being scales

In contrast, volitional self-regulation of emotions (emotion management) does not have a strong direct impact on psychological well-being in this sample. This may indicate that formal control of emotions without deep awareness of them is an insufficient factor for achieving and sustainably maintaining a harmonious (psychologically well-being) state of the individual.

Although the scales of emotional management and expression did not show strong correlations with the indicators of psychological well-being of respondents in our study (coefficients within $r = 0.19-0.25$), it should be noted that such results indicate that both emotional management and emotional expression can be factors supporting the psychological harmony of the individual. And emotional regulation is associated not only with the internal acceptance of oneself as a person, but also with the ability of the individual to adequately express their experiences and effectively interact with the outside world, to build life strategies. Therefore, the development of the skills to openly



express emotions and at the same time effectively manage them is a significant resource for increasing the psychological well-being of the individual.

At the next stage of the work, in order to conduct an in-depth analysis of the relationship between the development of emotional self-awareness and various aspects of psychological well-being, a comparison of the average indicators on all six scales of the PWB methodology was carried out in groups of respondents with different levels of emotional self-awareness development.

Respondents were divided into three groups according to the total score on the Emotional Self-Awareness Test (EIQ):

- Low level of emotional awareness (1–15 points),
- Average level of emotional awareness (16–35 points),
- High level of emotional awareness (36 points and more).

Next, the average values on the psychological well-being scales were calculated in the created groups. These results are reflected in table 4.

Comparative analysis of the data in table 4 revealed the following trends:

1) Respondents with a high level of emotional self-awareness have the highest scores on all scales of psychological well-being.

The highest results were found on the scales of personal growth (69.00 points), goals in life (65.22 points) and autonomy (63.44 points), which indicates a high level of personal integration and internal life direction.

2) Individuals with an average level of emotional awareness have consistently moderately high well-being indicators, but their results on all scales are lower than those of respondents with a high level of emotional self-awareness.

Table 4. Comparative table of psychological well-being (PWB) indicators of studied individuals with different levels of emotional intelligence (EIQ) development

PWB Indicators EIQ Level	Self- Acceptance	Positive Relatio nships	Autono my	Enviro nment al Maste ry	Life Goals	Perso nal Growth
High Level	61,33	61,33	63,44	61.11	65,22	69,00
Average Level	56,89	56,63	59,89	57,49	61,74	64,43
Low Level	67,00	53,00	59,00	57,00	57.00	57,00

3) Respondents with a low level of emotional self-awareness revealed a heterogeneous profile: high self-acceptance (67.00 points), but reduced indicators on other scales, especially on the scales of positive relationships (53.00 points) and goals in

life (57.00 points). This may indicate the fragmentation of the internal structure of the personality in this group.

The results obtained confirm the hypothesis that a higher level of development of emotional consciousness contributes to a more harmonious personal functioning of a person. A developed understanding of one's own emotions has a positive effect on the formation of a person's self-acceptance, autonomy, purposefulness, ability for personal growth and effective mastery of the environment.

Thus, the development of emotional self-awareness can be considered as one of the key mechanisms for maintaining the psychological well-being of an individual, which paves the way to his harmonious sense of self and the experience of the harmony of existence.

Discussion

Despite their conceptual complexity, self-understanding and self-regulation are not only philosophical psychological categories, but also everyday psychological skills that determine psychological well-being, quality of life, and human adaptation.

In everyday life, self-understanding manifests itself through:

- 1) awareness of one's current emotions, needs, and motives;
- 2) the ability to distinguish one's own desires from external expectations;
- 3) reflection on one's reactions, habits, and decisions;
- 4) acceptance of both one's strengths and vulnerabilities.

This allows you to form more conscious micro-goals: choosing how to spend the evening, what to eat, who to meet, when to say "no". Self-understanding here works as an internal compass, reducing background anxiety and helping to avoid ruminations caused by unacceptable or unconscious choices.

Self-regulation in everyday life is the ability to manage one's attention, emotions, impulses and behavior in accordance with the goals, values or needs of the moment. In everyday human practice, this involves:

- 1) control over automatic reactions (breathing before responding, "pausing" before emotional action),
- 2) forming useful habits and abandoning destructive ones,
- 3) planning time and practices for recovery after stressful events.

Practical self-regulation strategies include keeping a self-observation diary, mindfulness practices, the "stop-reaction" technique, and designing an environment that supports desired behavior.

Scientific models that productively explain such processes include: Baumeister's Self-Control Model (Baumeister et al., 1994), which views self-regulation as a resource that is depleted but can be restored; Ajzen's Theory of Planned Behavior (Ajzen, 1991), which points to the interaction of attitudes, social norms, and a sense of control; and the Goal Setting Model (Locke & Latham, 2002), which emphasizes the importance of clearly formulated and achievable goals for effective adult self-regulation. Despite



methodological and philosophical differences, this and other models considered in the article, from humanistic to cognitive, from existential to narrative, converge in key conclusions: in complex life situations, self-understanding allows a person to be aware of their needs, values, internal conflicts, and potential, and self-regulation allows them to effectively manage emotions, behavior, and resources, thus supporting their own psychological well-being.

Thus, self-understanding and self-regulation are not abstract traits, but everyday tools of mental well-being that help a person build their own life, consistent with their conscious essence. And a harmonious personality is not one who always feels good, but one who is able to feel themselves even in stressful circumstances, recover and return to the internal vector of activity.

Conclusions

During the theoretical analysis of scientific sources, it was found that self-understanding and self-regulation are key factors in the harmonious functioning of the individual, which allows him to remain subjectively well-off, effectively recovering in various circumstances of peaceful and military life.

Empirical research confirmed the presence of positive statistical relationships between the levels of development of emotional self-understanding, self-regulation and the main structural components of a person's psychological well-being. Thus, the differentiation of emotions showed a strong positive relationship with the presence of goals in life among respondents, a medium positive relationship with their self-acceptance and a weaker, but reliable relationship with autonomy. Acceptance of responsibility for the emotions experienced by the subjects demonstrated a positive relationship of medium strength with their self-acceptance and a weak positive relationship with autonomy. At the same time, emotion management did not show significant correlations with indicators of psychological well-being of the subjects.

Thus, the data obtained in the study indicate that the level of emotional self-understanding (differentiation of emotions) has a significant positive contribution to the psychological well-being of an adult, in particular, corresponding to his acceptance of himself as a person and the formation of life goals. Acceptance of responsibility for his own emotions in the studied individuals is also positively related to their internal self-acceptance, which emphasizes the importance of reflective emotional self-regulation for the processes of harmonizing the internal states of a person and the relationship with the environment of the individual. At the same time, the emotion management scale did not show a reliable connection with the psychological well-being of the representatives of this sample. This may indicate that attempts at formal - directive control of emotions without their deep awareness are an insufficient factor for achieving a harmonious state of the individual. In contrast, respondents with a higher level of emotional self-awareness and

responsibility for their own emotional states had significantly higher indicators of psychological well-being, life satisfaction, and motivational maturity, which may indicate greater harmony in their inner world.

The results obtained also allowed to form practical recommendations that draw the reader's attention to the existing opportunities to introduce individual psychological practices in everyday life, focused on improving self-reflection, learning personal goals and values, finding the meaning of one's own social roles, developing cognitive rethinking skills, emotional self-regulation and mindfulness. They emphasize that in everyday life, self-understanding is the basis of a person's self-determination in individual, family, professional contexts, and therefore a tool for effective personal self-realization. This is especially relevant in conditions of war, mobilization and labor migration. The formation of the ability to deep self-reflection and manage emotional states is a resource for adapting to uncertainty, human resilience and orientation to finding internal supports in life.

Prospects for further scientific development of the research problem include focusing on the creation and testing of a training program for the development of self-knowledge and self-regulation in various social groups, as well as on deepening the study of the role of existential aspects (awareness of death, freedom, responsibility) in the formation of a harmonious, psychologically healthy personality.

Conflict of interest. The authors declare that they have no conflicts of interest.

Disclaimer. The authors declare that their opinions and views expressed in this manuscript are not subject to the influence of any organizations.

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ABOUT THIS ARTICLE

Cite this article

Beylinson Anna, Laptieva Halyna. RESEARCH ON THE INFLUENCE OF SELF-UNDERSTANDING AND SELF-REGULATION ON THE PSYCHOLOGICAL WELL-BEING OF CIVIL CITIZENS OF UKRAINE. 2025. *Journal "Socialization and Human Development"* Vol. 7. No. 1. DOI: 10.37096/SHDISJ-25-1.1-0001

Submitted August 10, 2025 / Revised October 12, 2025 / Approved November 16, 2025
Published: November 30, 2025

DOI: 10.37096/SHDISJ-25-1.1-0001

Editor-in-Chief – Svitlana PASHCHENKO

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GENDER-SPECIFIC FEATURES OF EXPERIENCING THE MIDLIFE CRISIS IN ADULTS WITH NEGATIVE SOCIALIZATION EXPERIENCE IN THE PARENTAL FAMILY

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DOI: 10.37096/SHDISJ-25-1.1-0002

Abstract

Relevance. The purpose of this article is to highlight the results of a study on the impact of parents' stereotypical childrearing attitudes on the development of the midlife crisis of such children (men and women) in adulthood. The subject of the study is the influence of the experience of family socialization of men and women on their experience of the midlife crisis.

Methodology. For the purposes of the study, the following measures were used: 1) the Ukrainian version of the DCQ-12 questionnaire (The Developmental Crisis Questionnaire), adapted by the authors; 2) Ryff's Psychological Well-Being Scale, adapted by S. Karskanova; 3) the BBC Subjective Well-Being Scale (adapted by L. M. Karamushka et al.); 4) the Typical Family State Questionnaire by E. G. Eidemiller and V. V. Yustitsky; 5) the Parental Attitude Research Instrument (PARI). The following statistical methods were applied: descriptive and frequency analyses, correlation analysis, the Mann–Whitney U test, and regression analysis using SPSS 26.0 and R Studio. The sample consisted of 260 adults aged 35–45 years.

Results. The results of the translation and validation of the Ukrainian-language version of the DCQ-12 measure are presented. Using this instrument, the hypotheses were statistically confirmed that experiencing a midlife crisis significantly reduces the subjective well-being of adults, and that negative childhood experiences of family socialization and specific forms of parental attitudes toward family roles intensify the experience of the midlife crisis in such individuals when they become adults. At the same time, compared to men, women whose parents held unfavorable parental attitudes and who experienced negative childhood experiences demonstrated a greater severity of experiencing the midlife crisis.

Keywords: midlife crisis, subjective well-being in adulthood, negative childhood experience, parental childrearing attitudes, gender characteristics of adults.

Relevance

The midlife crisis is a popular topic in mass culture and is often associated with stereotypes suggesting that men buy sports cars and leave their families, while women suffer from childrearing and household responsibilities. However, the concept of the midlife crisis is more complex than these stereotypes suggest, and recent studies indicate

that a person's gender may influence how the midlife crisis is experienced. This issue is particularly relevant in the contemporary cultural context, as there is growing recognition that gender characteristics shape an individual's experience throughout the entire life course.

The concept of the midlife crisis originates from the work of psychologist Elliott Jaques, who in 1965 introduced this term to describe a period of psychological turmoil that some individuals experience in middle adulthood (Jaques, 1965). Although the idea of a midlife crisis has been criticized for its lack of empirical support and its potential for stigmatization, there is evidence that a substantial proportion of middle-aged individuals experience a period of intensified self-reflection and anxiety (Lachman, 2004).

One potential factor that may contribute to experiencing a midlife crisis is the stereotypical attitudes and expectations that parents transmit to their children during the years of their primary ontogenesis. These attitudes and expectations may influence how individuals, as they grow up, understand and enact their social roles, and may contribute to the emergence of disappointment or feelings of unrealized potential later in adult life.

An analysis of current research suggests that parental childrearing attitudes and gender stereotypes within the parental family may have a significant impact on adults' experience of the midlife crisis. For example, men who were raised with the belief that their value is tied to their ability to assert their masculinity and provide for their family may experience feelings of failure or disappointment in middle adulthood if they are unable to meet these expectations (Wrosch, Scheier, Miller, Schulz, & Carver, 2003). Similarly, women who were raised with the prioritization of their social roles as wives and mothers over their own personal growth may experience a sense of unrealized potential in midlife (Elliott & Quinn, 2014).

The purpose of this article is to present the results of a study examining the impact of unfavorable conditions of family socialization and parental family attitudes on the development of the midlife crisis in children from such families as adults. In particular, the article aims to examine the ways in which parental childrearing and gender stereotypes, as well as parental attitudes and expectations toward the child, may contribute to the experience of the midlife crisis in these individuals when they become adult men and women.

Theoretical Background

The term "midlife crisis" was introduced into scientific psychological discourse by Elliott Jaques in 1965. Since that time, it has become popular in Western culture as a concept describing a phenomenon associated with middle-aged men purchasing sports cars or showing an increased interest in extramarital relationships. However, the midlife crisis is not experienced exclusively by men, and it may have different patterns and courses.

Researchers Freund, A. M., and Ritter, J. O. (2009) note that the midlife crisis is a transitional developmental period that occurs around midlife and is characterized by



individuals' doubts about their life goals, self-reflection, and awareness of the inevitability of the passage of life time. This transition may lead to significant changes in a person's behavior in such domains as career, relationships, or hobbies.

Oles, P. K. (1999) defines the midlife crisis as "a psychological state of uncertainty, anxiety, and discomfort that often accompanies the transition from early adulthood to midlife. It is characterized by feelings of loss, regret, and doubt regarding the meaning and purpose of life." The understanding of the midlife crisis proposed by researchers Robinson, O. C., and Wright, G. R. reveals the subjective experience of the crisis by middle-aged individuals and the emotional difficulties that may arise during this period of life (Robinson, O. C., & Wright, G. R., 2013).

Thus, the characteristics of the midlife crisis may vary considerably depending on the individual, but common themes include feelings of restlessness or dissatisfaction with one's life, a sense of the shortening of life time, lost opportunities, and a desire for change or new experiences (Lachman, 2004). These feelings may be triggered by various life events, such as divorce, job loss, or children growing up and leaving home, but they may also arise spontaneously as individuals reflect on their destiny and their current life trajectory.

Another common theme in the experience of the midlife crisis is an increased awareness of aging and mortality. As people approach midlife, they become more acutely aware that life time is passing and that they have not achieved everything they had hoped for. This awareness may serve as a powerful motivator for change and may lead to a renewed sense of urgency and purpose in life. At the same time, the midlife crisis may also be a period of significant uncertainty and anxiety. The reappraisal that takes place during this period can substantially destabilize personal self-awareness, and individuals may realize that they are losing a sense of self-identity. People may also struggle with feelings of guilt or regret over past decisions or missed opportunities, which can further intensify their disappointment with a life perceived as being lived in vain.

An important aspect of the midlife crisis is the presence of processes of reappraisal. Individuals may begin to question decisions they made in the past and to consider whether they are on the right path toward the future. This may lead to the activation of intensive self-reflection and self-analysis, as people strive to better understand themselves and their place in the world.

It is worth noting that not all adults experience a midlife crisis, and this phenomenon is not recognized as a clinical diagnosis in the DSM-5. However, many individuals report experiencing certain feelings and challenges associated with a midlife crisis at a particular period of their lives.

Socioeconomic theories of the midlife crisis suggest that this phenomenon is influenced by broader social and cultural factors, including changes in the economy, the labor force, and family structure. According to these theories, the midlife crisis may be triggered by feelings of frustration or disorientation arising from changes in socioeconomic

status or life circumstances. One of the well-known socioeconomic theories of the midlife crisis is the social clock theory, which assumes that individuals have certain expectations regarding when important life events should occur, such as marriage, career advancement, and retirement. When individuals feel that they are falling behind or moving ahead of societal expectations regarding these events, they may experience feelings of dissatisfaction or anxiety, which can contribute to a midlife crisis.

Another theory, the role strain theory, suggests that a midlife crisis may arise due to the competing demands of multiple roles, such as those of parent, wife or husband, or employee. When individuals feel overwhelmed or unable to meet these demands, they may experience stress or exhaustion, which can contribute to a midlife crisis. For example, a study by Robinson (1991) confirmed the relevance of socioeconomic theories to the midlife crisis. It showed that work-related difficulties experienced by many individuals in middle adulthood are associated with an increased risk of experiencing a midlife crisis. Overall, socioeconomic theories provide a useful framework for understanding the broader social and cultural factors that contribute to the midlife crisis.

The life events theory suggests that significant life events, such as the death of a loved one, divorce, or job loss, may trigger a midlife crisis. These events may prompt individuals to reflect on their life choices and reconsider their priorities, which in the course of such transformations can lead to feelings of uncertainty and anxiety. Several recent studies have confirmed the role of life events in the midlife crisis. A study by Schieman and Reid (2009) showed that negative life events, such as illness or financial problems, are associated with an increased risk of a midlife crisis. The authors suggest that these events may disrupt an individual's sense of control and stability, leading to a crisis. A study by Kaufman and Taniguchi (2017) demonstrated that divorce is associated with an increased risk of experiencing a midlife crisis, particularly for women. The authors suggest that divorce may be especially disruptive to women's sense of identity and social support, which may affect the onset and severity of the midlife crisis.

Such studies demonstrate that life events, as a component of the social situation of adult development, play a significant role in the emergence of the midlife crisis, and that negative events in particular may trigger this phenomenon. However, it is important to note that not all individuals who experience negative life events enter a midlife crisis, and that individual differences in resilience and coping strategies influence the likelihood of the onset of a midlife crisis.

Initially, the midlife crisis was considered to affect predominantly men. However, research indicates that women also experience this phenomenon, while demonstrating different manifestations (Lachman, 2004). Thus, the midlife crisis may manifest differently in men and women. Men often report feelings of restlessness, anxiety, and dissatisfaction with their career or personal life, which may lead to impulsive decisions (Kessler, 2010). Women, on the other hand, may experience feelings of loss, grief, or emptiness as they confront physical and emotional changes associated with menopause or other signs of



aging (Lachman, 2004). Women may also experience concerns regarding their roles as mothers or wives as they attempt to balance the competing demands of organizing their individual, family, and professional lives in terms of their time and energy.

Thus, the midlife crisis is a complex phenomenon that may be triggered by various factors. Research indicates that biological, psychological, and sociocultural factors may all play a role in the experience of the midlife crisis (Lachman, 2004). Biological factors, such as hormonal changes, health problems, or genetic predispositions, may contribute to the emergence of a midlife crisis. Psychological factors, including unresolved conflicts, unfulfilled dreams, or feelings of loss or disappointment, may also precipitate a midlife crisis. Finally, sociocultural factors—such as societal expectations, cultural norms, or gender roles—may likewise influence the experience of the midlife crisis.

Overall, the studies reviewed indicate that both genders—men and women—experience a midlife crisis, but they do so in different ways, reflecting the unique challenges and existential pressures faced by individuals of different genders during this transitional period. One of the most evident social factors that serves as a predictor of these differences is gender stereotypes.

Stereotypes are cognitive structures that represent beliefs, attitudes, and expectations about particular social groups (Allport, 1954). They are widespread in society and can be observed across various domains, including gender, race, ethnicity, abilities, and sexual orientation. Parents are key agents of socialization who play a crucial role in transmitting social stereotypes to their children through family upbringing processes.

Gender stereotypes constitute one of the most prevalent groups of stereotypes conveyed to children by adults in the enactment of parental roles. Research shows that parents often hold different expectations and attitudes toward their sons and daughters based on gender (Eagly & Wood, 2012). For example, parents may encourage their sons to engage in sports and competitive activities, while encouraging their daughters to participate in calmer games and more “feminine” activities (Lytton & Romney, 1991). Similarly, parents may hold different academic expectations for sons and daughters: sons are encouraged to pursue mathematics and the natural sciences, whereas daughters are encouraged toward the humanities and social sciences (Halpern et al., 2011). These gender stereotypes may have a significant impact on children’s self-esteem and aspirations. Girls exposed to gender stereotypes may develop lower self-esteem and lower academic and career aspirations. Boys exposed to gender-stereotypical attitudes may, in adulthood, display rigid and traditional beliefs about masculinity and may be less inclined to seek help for their own emotional or mental health problems.

Stereotypes regarding abilities constitute another form of stereotypes that may be characteristic of parents. Research by Guralnick (Guralnick, 2011) has shown that parents of children with special needs may have lower expectations regarding their children’s academic and social development compared to parents of children without developmental

disabilities. Such parents may perceive their children with special needs as being less capable of learning and communication and, consequently, may fail to provide them with the same opportunities for education and development (Marks et al., 2000). Similarly, parents of gifted children may hold high expectations regarding their children's achievements and may exert pressure on them by demanding academic success. Such parental stereotypes concerning abilities may have a significant impact on children's self-esteem and motivation. Children exposed to negative parental ability stereotypes may develop learned helplessness and low self-efficacy, whereas children exposed to positive parental ability stereotypes may develop a fixed mindset and a fear of failure (Dweck, 1999).

Stereotypical attitudes may also influence children's social behavior. Children may internalize beliefs about gender roles that shape how they interact with peers. For example, boys who are taught to be aggressive and dominant may engage in a greater number of physical conflicts with other children, whereas girls who are encouraged to be caring and submissive may experience difficulties asserting themselves in social situations (Martin & Fabes, 2001). In addition, stereotypes may affect children's self-esteem. Children who do not conform to traditional gender roles may feel that they do not belong or are not valued by their peers or by society. This may lead to feelings of isolation, anxiety, and depression both in childhood and in adulthood (Quinn & Crocker, 1999).

Thus, parental childrearing stereotypes significantly influence the development of children's gender identity. Children begin to internalize gender stereotypes at a relatively early age, and this may affect the formation of their gender-role identity and their future gender roles. For example, boys who are told by their parents that they should be tough and unemotional may hesitate to express their emotions, whereas girls who are told that they should be caring and submissive may struggle with assertiveness and ambition (Ruble, Martin, & Berenbaum, 2006).

Having identified, on the basis of a theoretical analysis of the relevant literature, the key concepts related to the midlife crisis and gender differences in experiencing this period of life, the following hypotheses of the empirical study are formulated.

H1 – Experiencing a midlife crisis reduces the level of an individual's subjective well-being;

H2 – Negative childhood experience is positively associated with the development of a midlife crisis;

H3 – Specific parental attitudes are positively associated with the development of a midlife crisis in their children in adulthood;

H4 – Women who experienced negative childhood experiences are more prone to a midlife crisis;

H5 – Women whose parents held unfavorable childrearing attitudes are more prone to a midlife crisis.



Methodology

Methods. To test the proposed hypotheses, the study employed the following methods:

- theoretical methods: theoretical analysis of scientific sources on the research problem, synthesis, generalization, and theoretical modeling;
- empirical methods: the adapted Ukrainian-language version of The Developmental Crisis Questionnaire (DCQ-12) (author's adaptation), Ryff's Psychological Well-Being Scale, the Modified BBC Subjective Well-Being Scale adapted by L. Karamushka, K. Tereshchenko, and O. Kredentser, the Parental Attitude Research Instrument (PARI), the Typical Family State Questionnaire by E. Eidemiller and V. Yustitsky, and a demographic questionnaire designed to collect objective characteristics of the participants;
- statistical methods: descriptive and frequency analyses, the Kolmogorov–Smirnov test, Spearman's correlation analysis, and regression analysis. Data processing was conducted using the SPSS 26.0 and R Studio software packages.

The sample consisted of 260 adults, of whom 200 participated in the adaptation of the Developmental Crisis Questionnaire (DCQ-12) and 60 participated in the main study in accordance with the selected research topic. The main study involved 60 participants aged 35–45 years, including 38.3% men and 61.7% women, which made it possible to obtain representative information on the experience of the midlife crisis depending on gender.

Procedure. The empirical study consisted of two stages. In the first stage, the adaptation of the midlife crisis diagnostic instrument was conducted. In the second stage, the study was carried out in accordance with the proposed hypotheses using a cross-sectional design. Data on participants' characteristics and the specific features of their experience of the midlife crisis were collected simultaneously within a single time period. Data collection was carried out using various online communication channels (Telegram, Facebook) and the Google Forms platform, which facilitated the process of data collection and completion.

The study was conducted in compliance with research ethics standards; in particular, participants were informed about the aims of the study and their right to withdraw from participation at any time.

The literature review demonstrated that in Ukrainian psychodiagnostics, the selection of instruments for studying crisis states of personality is extremely limited. Research on crisis phenomena is often reduced to the use of Russian-language adaptations or to conceptual substitutions, in which researchers employ psychological well-being as one of the main indicators of an individual's experience of crisis. Based on this, a decision was made to adapt the Developmental Crisis Questionnaire (DCQ-12) published by Nikolay Petrov, Oliver C. Robinson, and Jeffrey J. Arnett (Petrov et al., 2022). The adaptation was carried out in three stages through a study involving 200 Ukrainian-speaking individuals aged 18–58 years.

At the first stage, the adaptation involved a triple translation of the questionnaire text (English–Ukrainian–English–Ukrainian) in order to ensure alignment of the Ukrainian-language version of the questionnaire with the meanings embedded by the authors in the English-language version. For clarity, Appendices A and B to the article present the English-language and Ukrainian-language versions of this instrument.

At the second stage, a procedure for collecting empirical data was conducted in order to calculate the validity of the translated version of the DCQ-12 instrument. The assessment of cross-validity was carried out using the DCQ-12 and Ryff’s Psychological Well-Being Scale adapted by S. V. Karskanova.

The third step involved testing the test–retest reliability of the Ukrainian-language version of the DCQ-12 questionnaire and the internal consistency of the items of this instrument. For this purpose, a repeated assessment of the study participants was conducted with a three-week interval, and a correlation coefficient was calculated for the data obtained at different time points.

Results

The correlations obtained through statistical processing between the indicators of the DCQ-12 instrument and Ryff’s scale are presented below (see Table 1).

Table 1. Results of Spearman’s correlation analysis between the DCQ-12 instrument, Ryff’s Psychological Well-Being Scale, and the BBC scale for establishing the indicators of cross-validity of the DCQ-12 instrument

DCQ-12 instrument		Coefficient of correlation	Significance level of the correlation
Psychological well-being measures			
Ryff’s Psychological Well-Being Scale	Self-acceptance	-0,623	0,01
	Positive relations with others	-0,678	0,01
	Purpose in life	-0,746	0,01
	Personal growth	-0,765	0,01
	Environmental mastery	-0,345	0,01
	Autonomy	-0,485	0,01
	Overall level	-0,645	0,01
The BBC Subjective Well-Being Scale		-0,568	0,01

As shown in Table 1, all obtained indicators are statistically significant and inversely correlated with the DCQ-12 scale, which aligns fully with the content of the constructs under study. Thus, the obtained data confirm the thesis that the presence of a midlife crisis



is negatively associated with an individual's psychological well-being, including self-acceptance, positive relations with others, purpose in life, personal growth, environmental mastery, autonomy, and the overall level of psychological well-being as measured by Ryff's scale, as well as psychological well-being as measured by the BBC scale.

The calculation of the reliability of the DCQ-12 instrument results with a three-week interval between repeated administrations showed that the obtained correlation coefficient was 0.764 ($p < 0.01$). This enables the assertion of a strong association between the test and retest data.

To assess the reliability of the instrument, Cronbach's alpha coefficient was also calculated. The analysis of the internal consistency of the scales revealed a Cronbach's alpha of 0.845, a high value, indicating that the adapted instrument is reliable.

Thus, we conclude that the adaptation of the Developmental Crisis Questionnaire (DCQ-12) for the Ukrainian sample was successful, and it can be further used to test the hypotheses proposed at the beginning of the study.

Next, we present a description of the sample used in the study on the gender characteristics of experiencing a midlife crisis, comprising $N = 60$ observations. The calculations showed that the mean age of the sample was 41.3167, which can be considered a satisfactory measure for describing the typical age of the sample. The median age was 42.0000, indicating that half of the sample was younger than 42 years and the other half older than 42 years. The mode of age was 43.00, which is the most frequently occurring age value in the sample. The minimum age was 35.00 and the maximum age was 45.00, which corresponds to the academic definition of midlife.

Below we present a description of the indicators of the main constructs of the study (Table 2).

Table 2. Descriptive statistics of the main constructs of the study

		Midlife crisis	Psychological well-being	Physical well-being	Social well-being
N	Valid	60	60	60	60
	Missing	0	0	0	0
Mean		40,0500	40,1667	21,8667	83,0667
Median		36,5000	39,0000	22,0000	81,0000
Mode		60,00	39,00	8,00 ^a	52,00 ^a
Minimum		21,00	22,00	7,00	45,00
Maximum		60,00	60,00	35,00	119,00

Note. Multiple modes exist. The smallest value is shown

As shown in Table 2, the variable “midlife crisis” has a mean value of 40.0500 and a median of 36.5000, which indicates that, on average, for most participants the level of experiencing the midlife crisis does not reach a critical value.

The variable “psychological well-being” has a mean value of 40.1667 and a median of 39.0000, indicating that, in general, the respondents demonstrate an average level of psychological well-being, although for some of them it is below average. The maximum and minimum values for this variable are 60 and 22, respectively.

The variable “physical well-being” has a mean value of 21.8667 and a median of 22.0000. This indicates that most individuals perceive their physical well-being as moderate. However, the maximum value is 35 and the minimum value is 7, which suggests that there are respondents who report higher-than-average physical well-being, as well as those who experience pronounced health problems.

The variable “subjective well-being” has a mean value of 83.0667 and a median of 81.0000. This indicates that, overall, individuals feel moderately satisfied with their lives. However, the maximum value of 119 and the presence of multiple modes (values of 52 and 8) suggest that the sample comprises groups with varying levels of life satisfaction.

Next, all hypotheses proposed in the study are examined sequentially to confirm or reject them.

To test Hypothesis H1 — that experiencing a midlife crisis reduces the level of an individual’s well-being — a Spearman correlation analysis was conducted between the well-being scales and the experience of a midlife crisis (the results are presented in Table 3).

Table 3. Correlation analysis of personal well-being constructs (BBC instrument) and the midlife crisis (DCQ-12 instrument)

		Midlife Crisis (DCQ-12 instrument)	
		personal well-being (BBC instrument)	
Spearman's rho	Psychological well-being	Correlation Coefficient	-,538*
		Sig. (2-tailed)	,018
		N	60
	Physical well-being	Correlation Coefficient	-,314*
		Sig. (2-tailed)	,015
		N	60
	Social well-being	Correlation Coefficient	-,203*
		Sig. (2-tailed)	,010
		N	60

Table 3 shows that there are statistically significant correlations between the midlife crisis and psychological (−0.538), physical (−0.314), and social (−0.203) well-being. The correlation coefficients indicate an inverse relationship between the midlife crisis and well-being: the lower the level of well-being, the higher the likelihood of experiencing a midlife crisis.



In particular, psychological well-being shows the strongest correlation with the midlife crisis ($r = -0.538$), which may indicate the importance of psychological factors in the development of the crisis. Physical and social well-being also demonstrate statistically significant inverse relationships with the experience of a midlife crisis (-0.314 and -0.203 , respectively), which highlights the interrelationship between different aspects of individual well-being and the midlife crisis. Thus, the midlife crisis affects psychological, physical, and social well-being. Individuals experiencing such a crisis may feel stress and anxiety, which can lead to various physical problems, such as reduced immunity, sleep disturbances, and changes in appetite. Additionally, the midlife crisis can impact an individual's social well-being. People may feel discomfort in their relationships and communication with others, report a lack of satisfying friendships and intimate relationships, dissatisfaction with their sexual life, a lack of support from others, and similar difficulties. This, in turn, may lead to a deterioration of overall mood, reduced self-esteem, and an increased risk of developing depression.

To confirm Hypothesis H2 — that negative childhood experience is positively associated with the development of a midlife crisis — a Spearman correlation analysis was conducted between the constructs reflecting the participants' experience of the midlife crisis and their reports of childhood experience, as measured by the Eidemiller–Yustitsky instrument (see Table 3.4).

Table 4. Significant indicators of the correlation analysis between the DCQ-12 instrument and characteristics of adults' childhood experience as measured by the Eidemiller–Yustitsky instrument

Adults' childhood experience (Eidemiller–Yustitsky instrument)		Midlife crisis DCQ-12 instrument	
		Spearman's rho	
	general dissatisfaction	Correlation Coefficient	,253
		Sig. (2-tailed)	,051
		N	60
	neuropsychic tension	Correlation Coefficient	,317*
		Sig. (2-tailed)	,014
		N	60
	family anxiety	Correlation Coefficient	,154
		Sig. (2-tailed)	,241
		N	60

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the results of the correlation analysis, the following conclusions can be drawn:

- The midlife crisis has a statistically significant correlation with neuropsychic tension

in the individual’s parental family (Spearman’s correlation coefficient = 0.317, $p < 0.05$).

- It demonstrates weak positive correlations with general dissatisfaction and family anxiety; however, these correlations are not statistically significant (Spearman’s correlation coefficients = 0.253 and 0.154, respectively, $p > 0.05$).

Considering the level of significance, it can be stated that only the correlation between the midlife crisis and neuropsychic tension is statistically significant in our study. Thus, childhood experiences of neuropsychic tension in relationships with parents and within the family may intensify the midlife crisis. This may likely be related to the fact that at this stage of life, individuals begin to evaluate their past more frequently and reflect on their future. In addition, during a midlife crisis, individuals may become more sensitive to their own emotions and feelings, which may further intensify their neuropsychic tension if they feel unable to cope with certain problems in relationships with parents or other family members.

To confirm or refute Hypothesis H3 — that specific parental attitudes are positively associated with the development of a midlife crisis — Spearman’s correlation coefficients were calculated for the results obtained using the DCQ-12 instrument and the Parental Attitude Research Instrument (PARI). In the PARI scales were used to examine parents’ distribution of roles within the family (see Table 5).

Table 5. Results of the correlation analysis between parental family attitudes of the studied individuals and the severity of the midlife crisis among the participants (N = 60)

Parental Attitude Research Instrument (PARI)		Midlife crisis (DCQ-12 instrument)	
Spearman’s rho	Woman’s fixation on the family	Correlation Coefficient	,088
		Sig. (2-tailed)	,505
	Frequent family conflicts	Correlation Coefficient	,230
		Sig. (2-tailed)	,077
	Perceiving oneself as a mother-victim	Correlation Coefficient	,318*
		Sig. (2-tailed)	,013
	Unquestioned parental authority	Correlation Coefficient	,324*
		Sig. (2-tailed)	,012
	Woman’s reluctance to be a homemaker	Correlation Coefficient	-,063
		Sig. (2-tailed)	,633
	Father’s detachment from family affairs	Correlation Coefficient	,328*
		Sig. (2-tailed)	,011
	Authoritarian maternal communication style	Correlation Coefficient	-,061
		Sig. (2-tailed)	,646
	Indecisiveness and dependence on the mother	Correlation Coefficient	,047
		Sig. (2-tailed)	,723

*. Correlation is significant at the 0.05 level (2-tailed).



According to the obtained results, the constructs “frequent family conflicts,” “unquestioned parental authority,” and “father’s detachment from family affairs” show statistically significant positive associations with the midlife crisis (0.318, 0.324, and 0.328, respectively). This may indicate that the more these patterns are present in parental family attitudes, the greater the likelihood that an individual will experience a midlife crisis.

The constructs “woman’s fixation on the family,” “perceiving oneself as a mother-victim,” “reluctance to be a homemaker,” “authoritarian maternal communication style,” and “indecisiveness and dependence on the mother” did not show statistically significant associations with the midlife crisis. In contrast, the constructs identified by the study participants—“frequent family conflicts,” “unquestioned parental authority,” and “father’s detachment from family affairs”—significantly influence the development of a midlife crisis in adulthood, as they shape certain negative stereotypes and behavioral patterns in childhood that may affect relationships later in adult life.

Indeed, frequent family conflicts may evoke in a child a sense of family dysfunction and insecurity, which can lead to the formation of negative representations of family relationships in adulthood. In addition, unquestioned parental authority may lead the child to feel incapable of making independent decisions and demonstrating initiative in family relationships, which can carry over into adult behavior and influence personality development. Father’s detachment from family affairs may lead the child to perceive the father as not being an active participant in family life and as not paying sufficient attention to family relationships, which may affect the development of interpersonal skills in adulthood.

To test Hypothesis H4 — that women who experienced negative childhood experiences are more prone to a midlife crisis — a regression model with a moderating variable (sex) and childhood experience was constructed (see Table 6). For this purpose, the R Studio statistical software was used.

As can be seen from Table 6, among the predictors of negative childhood experience, only neuropsychic tension has a significant effect on the emergence of a midlife crisis; specifically, an increase in neuropsychic tension is associated with a higher risk of experiencing a midlife crisis ($b = 0.90$, $p < .05$). General dissatisfaction and family anxiety do not have a significant effect on the development of a midlife crisis in the studied participants.

The analysis of interacting factors (sex and negative childhood experience) showed that the interaction between sex and general dissatisfaction has a significant effect with respect to the midlife crisis ($b = 1.00$, $p < .05$). This indicates that the impact of general dissatisfaction on the emergence of a midlife crisis is more pronounced in women than in men.

Table 6. Regression model of midlife crisis factors in the studied individuals, taking into account the predictors of sex and childhood experience

Predictor	<i>b</i>	<i>b</i> 95% CI [LL, UL]	<i>sr</i> ²	<i>sr</i> ² 95% CI [LL, UL]	Fit
(Intercept)	32.30*	[0.54, 64.06]			
sex	-28.90	[-70.19, 12.40]	.03	[-.05, .10]	
general dissatisfaction	-0.39	[-1.12, 0.34]	.02	[-.04, .07]	
neuropsychic tension	0.90*	[0.11, 1.68]	.08	[-.04, .20]	
family anxiety	-0.10	[-0.91, 0.72]	.00	[-.01, .01]	
sex: general dissatisfaction	1.00*	[0.09, 1.92]	.07	[-.04, .19]	
sex: neuropsychic tension	-0.33	[-1.37, 0.72]	.01	[-.03, .04]	
sex: family anxiety	0.30	[-0.74, 1.35]	.01	[-.03, .04]	
					<i>R</i> ² = .234*
					95% CI [.00, .33]

The overall coefficient of determination (*R*²) for the model is .234, which indicates that the variables included in the model explain 23.4% of the variance in the midlife crisis. An attempt to improve this model by excluding non-significant predictors is presented in Table 7 (see Table 7).

In this regression model, the coefficient of determination (*R*²) is .111, which means that the variables included in the model explain only 11.1% of the variance in the midlife crisis. The range of the confidence interval for *R*² extends from .00 to .24, indicating that the model explains a very small proportion of the variance.

Table 7. Regression model of the midlife crisis in the studied individuals, taking into account the predictors of sex and childhood experience

Predictor	<i>b</i>	<i>b</i> 95% CI [LL, UL]	<i>sr</i> ²	<i>sr</i> ² 95% CI [LL, UL]	Fit
(Intercept)	44.34**	[26.02, 62.65]			
sex	-22.73.	[-46.10, 0.65]	.06	[-.05, .17]	
general dissatisfaction	-0.15	[-0.85, 0.55]	.00	[-.02, .03]	
sex: general dissatisfaction	0.86.	[-0.03, 1.74]	.06	[-.05, .17]	
					<i>R</i> ² = .111
					95% CI [.00, .24]



The significance indicators for the variables show that the factor of sex is at the threshold of significance, with coefficients $b = -22.73$, $p = .05$, and that general dissatisfaction is also at the threshold of significance, with $b = -0.15$, $p = .05$. However, the interaction effect between sex and general dissatisfaction is statistically significant and positive, indicating the presence of an association between these variables. That is, women who experience general dissatisfaction with family relationships in their parental family demonstrate higher levels of the midlife crisis. Thus, this model has a certain degree of informativeness, although it explains only a small proportion of the variance.

To confirm or refute Hypothesis H5 — that women whose parents had specific parental attitudes are more prone to a midlife crisis — a regression model was constructed with a moderating variable (sex) and predictors that were found to be significantly correlated in previous analyses: “frequent family conflicts,” “unquestioned parental authority,” and “father’s detachment from family affairs” (see Table 8).

The only statistically significant parameter in the model is the intercept ($b = 22.4$, $p < .05$), while the coefficient of determination (R^2) is .296, indicating that the variables included in the model explain approximately 30% of the variance in manifestations of the midlife crisis.

Conclusions

The conducted theoretical and empirical study of gender-related features of individuals’ experience of the midlife crisis allows the following conclusions to be drawn:

The midlife crisis is a transitional period between two stages of human life—early and later adulthood. During this period, individuals may experience various emotional and psychological difficulties, such as stress, depression, the search for new meaning in life, self-identification issues, as well as problems in relationships with others.

Table 8. Regression model of the midlife crisis depending on the predictors of sex and parental family attitudes of the studied individuals

Predictor	<i>b</i>	<i>b</i> 95% CI [LL, UL]	<i>sr</i> ²	<i>sr</i> ² 95% CI [LL, UL]	Fit
(Intercept)	22.40*	[3.95, 40.85]			
sex	-7.87	[-30.42, 14.69]	.01	[-.03, .04]	
family conflicts	2.64	[-1.76, 7.05]	.02	[-.04, .08]	
parental authority	1.53	[-2.77, 5.84]	.01	[-.03, .04]	
father’s detachment	3.30	[-0.70, 7.29]	.04	[-.04, .12]	
sex: family conflicts	1.96	[-3.57, 7.48]	.01	[-.03, .04]	
sex: parental authority	1.66	[-4.06, 7.38]	.00	[-.02, .03]	
sex: father’s detachment	-0.91	[-6.50, 4.67]	.00	[-.01, .02]	
					$R^2 = .296^{**}$
					95% CI [.03, .40]

At the same time, gender-related characteristics of experiencing the midlife crisis in a gendered society may differ for men and women, as they occupy different social and family positions and face their own expectations and stereotypes. The study of gender differences helps to understand how various social and psychological factors influence the course of the midlife crisis and what should be taken into account in approaches to psychological support during this period of life depending on an individual's sex.

Using an empirical research program that included a personal data questionnaire, instruments addressing participants' childhood experiences, relationships with parents, family conflicts, and levels of well-being, as well as the Ukrainian-adapted version of The Developmental Crisis Questionnaire (DCQ-12), whose items are aimed at identifying and assessing the experience of the midlife crisis, the hypothesis regarding the relationship between negative childhood experience and the depth of experiencing the midlife crisis was empirically confirmed. It was shown that the experience of neuropsychic tension in relationships with parents and within the family intensifies the course of the midlife crisis in the studied individuals.

The hypothesis that experiencing a midlife crisis is associated with an individual's level of well-being was also confirmed. In particular, low levels of psychological well-being in individuals of the relevant age increase the likelihood of experiencing a midlife crisis.

The hypothesis that certain parental attitudes are positively associated with the development of a midlife crisis in their adult children was also supported. The constructs "frequent family conflicts," "unquestioned parental authority," and "father's detachment from family affairs" were found to have a statistically significant impact on the development of a midlife crisis in adult children from such families. Such childhood experiences may shape specific negative stereotypes and behavioral patterns during childhood, which may later determine the quality of these individuals' relationships in adulthood.

The study also confirmed the hypothesis regarding the gender-specific nature of the relationships between the midlife crisis and an adult individual's childhood experience. Using regression analysis, it was demonstrated that women who report general dissatisfaction with family relationships in their parental family exhibit higher levels of midlife crisis severity compared to men of the same age.

Conflict of interest. Olena Vlasova - Editor-in-Chief of the journal "Socialization and Human Development".

Disclaimer. The authors declare that their opinions and views expressed in this manuscript are not subject to the influence of any organizations.

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APPENDICES

Appendix A

Develop Crisis Questionnaire (DCQ 12)

Nikolay Petrov, Oliver C. Robinson, Jeffrey J. Arnett (Petrov et al., 2022).

Please indicate whether the following statements describe your life in general over the past 6 months or so. In relation to appraising whether you have been experiencing something more than “normal”, make a judgement of the past six months relative to your adult life generally.

1. I feel like the “inner me” has been out of sync with the “outer me”.
2. I feel like my life has lost direction.
3. I have been experiencing stronger negative emotions than normal.
4. I have been thinking that life is meaningless.
5. I have been confident about what I need to do to make it in life. (R)
6. I have been feeling in control of my life. (R)
7. My life feels stable and predictable. (R)
8. I have felt that I have had the resources to deal with any challenges that life throws at me.(R)
9. I am experiencing a time of transition in my life.
10. I am passing through a major turning point in my life.
11. I feel like I may be in the process of leaving the “old me” behind and am developing a “new me”.
12. I have noticed that the way I have thought about my life has changed.

Instructions for Participants

Please indicate whether the following statements describe your life in general over the past 6 months or so. In relation to appraising whether you have been experiencing something more than “normal”, make a judgement of the past 6 months relative to your adult life generally”.

Scoring Instructions

All items are presented on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Take the sum of items 1, 2, 3 and 4 for Disconnection and Distress; the sum of items 5, 6, 7 and 8 for Lack of Clarity and Control; and the sum of items 9, 10, 11 and 12 for Turning Point and Transition. (R) denotes reverse-worded items.

Categorical scoring: Where a 2-level categorical variable is required, a score of 42 or more is coded as crisis present, while a score of 41 or less is coded as crisis absent.

Appendix B

Опитувальник переживання кризи (DCQ 12)

(N. Petrov, Oliver C. Robinson, J. Arnett в адаптації С. Кадирова, О. Власової)

Опитувальник кризи розвитку (DCQ-12) - незалежний від віку інструмент психодіагностики кризи розвитку дорослих, розроблений для наукових та прикладних цілей. Дослідницький та підтверджувальний факторний аналіз, які проводилися розробниками окремо на різних вибірках, підтвердили, що трифакторна структура є найкращою для структурування даних опитувальника при описі кризи розвитку. Це такі шкали, як (1) Відстороненість (розрив зв'язків) та Дистрес; (2) Відсутність ясності та контролю; і (3) Перехід та поворотний момент. Також опитувальник DCQ-12 продемонстрував прогностичну валідність пов'язаного з ним показника кризи з індикаторами самооцінки, локусу контролю, автентичного життя, оптимізму, наявності та пошуку сенсу та поворотних моментів в їх житті. Надійність тритижневого тестування та повторного тестування коливалася від 0,78 до 0,89 за різними підшкалами. Окрім використання в дослідженнях, показник DCQ-12 має потенційне застосування на практиці, враховуючи, що оцінка кризи розвитку має значення для фахівців, які працюють у клінічних та неклінічних ролях, також а для підтримки та коучингу дорослих у перехідні періоди.

Інструкція для учасників дослідження. Будь ласка, вкажіть, чи описують наступні твердження ваше життя загалом за останні 6 місяців, щоб оцінити, чи переживали ви щось більше, ніж «нормальний стан», оцінійте останні шість місяців відносно вашого дорослого життя в цілому. При оцінці тверджень скористайтесь п'ятибальною шкалою Лайкерта в діапазоні від 1 до 5. Враховуйте, що кожен бал означає наступне: 1 - зовсім не згоден; 2 - не зовсім згоден; 3 - важко сказати; 4 - більше згоден, ніж не згоден; 5 - повністю згоден.

1. Я відчуваю, що «внутрішнє я» не синхронізовано із «зовнішнім я».
2. Я відчуваю, що моє життя втратило напрямок.
3. Я відчуваю сильніші негативні емоції, ніж зазвичай.
4. Я думав/-ла, що життя безглузде.



5. Я мав/-ла розуміння щодо того, що мені потрібно зробити, щоб досягти успіху в житті. (R)
6. Я відчував/-ла, що контролюю своє життя. (R)
7. Моє життя здається стабільним і передбачуваним. (R)
8. Я відчував/-ла, що у мене є ресурси, щоб впоратися з будь-якими викликами, які кидає мені життя. (R)
9. Я переживаю перехідний період у своєму житті.
10. Я переживаю важливий поворотний момент у своєму житті.
11. Я відчуваю, що, можливо, я покидаю «старе я» позаду та розвиваю «нове я».
12. Я помітив/-ла, що моє уявлення про своє життя змінилося.

Інструкція для користувача щодо підрахунку балів

Використання методики на практиці передбачає наступну інформацію щодо підрахунку балів: Всі пункти представлені за 5-бальною шкалою Лайкерта в діапазоні від 1 (зовсім не згоден) до 5 (повністю згоден) підлягають обробці і розподілені по трьох шкалах: .

Шкала 1 «Відсторонення та Дистресу» має навантаження пінктами 1, 2, 3 і 4.

Шкала 2 «Відсутності ясності та контролю» утворена відповідями на пункти 5, 6, 7 і 8, які мають позначку (R), що означає елементи зі зворотним обчисленням (у випадку відповіді в 1бал присвоюється бал 5, якщо 2 – 4, якщо 4 -2, якщо 5- 1).

Шкала 3 «Поворотного моменту та Перехідного періоду» розраховується як сума балів за пунктами 9, 10, 11 і 12..

Критичні діагностичні значення. Якщо потрібна 2-рівнева категоріальна змінна, бал 42 або більше кодується як наявна криза, тоді як бал 41 або менше кодується як відсутність кризи.

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ABOUT THIS ARTICLE

Cite this article

Vlasova Olena, Kadyrov Semen. 2025. GENDER-RELATED FEATURES OF MID-AGE CRISIS EXPERIENCES IN ADULTS WITH NEGATIVE SOCIALIZATION EXPERIENCES IN THE PARENTAL FAMILY. Journal "Socialization and Human Development" Vol. 7. No. 1

DOI: 10.37096/SHDISJ-25-1.1-0002

Submitted August 14, 2025 / Revised September 29, 2025 / Approved November 16, 2025
Published: November 30, 2025

DOI: 10.37096/SHDISJ-25-1.1-0002

Editor in charge – Svitlana PASHCHENKO

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PSYCHOLOGICAL COMPONENTS AND FACTORS OF EMOTIONAL STATES OF INTERNALLY DISPLACED PERSONS

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DOI: 10.37096/SHDISJ-25-1.1-0003

Abstract

Relevance The relevance of studying the emotional state of IDPs is due to the need to develop effective mechanisms for psychological support and social adaptation of displaced persons. The study of emotional reactions and psychological states of IDPs allows us to better understand the needs of this vulnerable category of the population and create appropriate assistance programs.

The purpose of the study is a comprehensive analysis of the factors and structure of emotional states of internally displaced persons in Ukraine and the development of recommendations for optimizing psychological assistance to this category of the population.

Methodology. The study used theoretical methods (analysis, generalization and systematization) and psychodiagnostic techniques: 1) Spielberger-Khanin Anxiety Scale (STAI); 2) Beck Depression Inventory (BDI-II); 3) Traumatic Stress Questionnaire (TSQ); 4) Differential Diagnostic Methodology of Depressive States by V. Zunge (adapted by T. I. Balashova); 5) Psychological Well-Being Scale Methodology by K. Riff (in Karskanova's adaptation).

Results. An empirical study of the emotional state of IDPs revealed a high level of anxiety in 65% of respondents, depressive moods in 41%, and symptoms of post-traumatic stress disorder in 28% of respondents. It was found that the intensity of negative emotional states depends on a number of factors: the duration of stay in IDP status, the presence of social support, financial situation, age, health status, and individual psychological characteristics.

Conclusions. It has been established that psychological reactions to displacement have a complex structure and include both negative (anxiety, fear, depression, anger) and positive (hope, relief, gratitude) emotional states. An important theoretical conclusion is the understanding of the dynamic nature of the emotional states of IDPs, which change in the process of adaptation to new living conditions. Recommendations have been developed for psychological support of IDPs, taking into account the specifics of their emotional state.

Keywords: internally displaced person, negative and positive emotional states, psychological reactions, factors of emotional states.

Relevance

The armed conflict in Ukraine, which has been ongoing since 2014 and has significantly

intensified since February 2022, has led to large-scale internal displacement of the population. According to the International Organization for Migration, as of 2025, the number of internally displaced persons (IDPs) in Ukraine is over 5 million people, among whom 45% face difficulties in finding employment, 52% need housing solutions, 34% have limited access to social services, and 28% indicate problems with access to health services (International Organization for Migration, 2024).

A study by Golotenko and Udovenko (2023) showed that 67% of internally displaced persons have experienced psychological trauma related to the experience of war; 43% perceive their stay as temporary, which complicates integration. Thus, forced displacement significantly affects the psycho-emotional state of people who find themselves in new living conditions, often losing their homes, jobs, social ties and a sense of stability (Holotenko @ Udovenko, 2023: 28).

The importance of studying the emotional state of IDPs is due to the need to develop effective mechanisms for psychological support and social adaptation of displaced persons. The study of emotional reactions and psychological states of IDPs allows us to better understand the needs of this vulnerable category of the population and create appropriate assistance programs.

An analysis of the current state of the problem indicates a significant interest of scientists in various aspects of the psychological well-being of IDPs. Domestic researchers (Tytarenko T.M., Maksymenko S.D., Pinchuk I.Ya., Kozyntseva O.I.) have made a significant contribution to the study of the psychological consequences of forced displacement. Foreign scientists (Porter M., Haslam N., Steel Z., Silove D.) have studied factors affecting the mental health of refugees and displaced persons in different countries of the world. Studies by the World Health Organization and the International Organization for Migration confirm the high level of psycho-emotional disorders among IDPs.

Kharadzi and Trunina (2023) note that in conditions of forced displacement and other traumatic events, negative emotional states such as anxiety, depression, emotional exhaustion, apathy, aggression, frustration often develop, which significantly complicate the processes of adaptation and social integration (Kharadzi @ Trunina, 2023: 795). The authors emphasize that prolonged negative emotional states can lead to the formation of mental disorders, in particular, anxiety and depressive disorders, post-traumatic stress disorder (PTSD), adaptation disorders, etc.

Tyurina and Solokhina (2022), analyzing foreign studies of the impact of military conflicts on mental health, draw attention to the fact that the emotional states of people in crisis situations are often characterized by high dynamism and variability (Tyurina @ Solokhina, 2022: 117). The authors distinguish several stages of emotional response to traumatic events:

- Stage of shock and denial (emotions of fear, confusion, numbness prevail);
- Stage of anger and protest (emotions of anger, indignation, irritation dominate);
- Stage of bargaining (characterized by the search for compromises, hope and anxiety



prevail);

- Stage of depression (emotions of sadness, hopelessness, apathy prevail);
- Stage of acceptance (formation of adaptive emotional reactions, restoration of emotional balance).

An important aspect of understanding emotional states in the context of forced displacement is the concept of resilience – psychological stability, the ability to maintain or restore psychological well-being in the face of adversities (adverse life circumstances). As Khymchenko and Chernukha (2023) note, resilience is manifested in the ability to maintain a positive emotional state, optimism, and hope for the future even in difficult life circumstances. The authors emphasize that the formation of emotional intelligence, which is understood as a person's ability to recognize emotions, understand the intentions, motivations, and desires of other people and their own, as well as the ability to manage their emotions and the emotions of other people in order to solve practical problems, is an integral component of psychological assistance to IDPs (Khymchenko @Chernukha, 2023).

The purpose of the study is a comprehensive analysis of the emotional state of internally displaced persons in Ukraine and the development of recommendations for optimizing psychological assistance to this category of the population.

Research tasks addressed in the article:

1. To identify factors that influence the emotional state of displaced persons;
2. To identify typical emotional reactions and disorders among IDPs;
3. To develop recommendations for psychological support for internally displaced persons, taking into account the specifics of their emotional state.

Methodology

Sample. The study sample consisted of 120 people, including 60 internally displaced persons (experimental group) and 60 non-internally displaced persons (control group). The sample was formed using the "snowball" method with certain quotas by gender and age to ensure the representation of different categories of IDPs.

The sample in the experimental group included 38 women (63.3%) and 22 men (36.7%) aged 18 to 65. The average age of the participants was 37.4 years. When forming the control group, the principle of matching the socio-demographic characteristics of the main group was observed to ensure the correctness of the comparison of results. Thus, the control group also included 38 women (63.3%) and 22 men (36.7%) from the age range of 19 to 63. The average age of the control group participants was 38.2 years.

The majority of respondents (68.6%) had resettled from Donetsk and Luhansk regions, 17.1% from Kharkiv region, 8.6% from Kherson region, and 5.7% from other regions of Ukraine. The duration of stay as an IDP varied from 6 months to 8 years, with 60% of respondents having been displaced for less than 3 years and 40% for more than 3 years.

By level of education, the study participants were distributed as follows: 55% had

higher education, 28.3% - secondary specialized education, 16.7% - general secondary education. By marital status: 48.3% - married, 23.3% - divorced, 20% - single, 8.4% - widows. 60% of the participants had children (of which 33.3% - one child, 47.6% - two children, 19.1% - three or more children).

Methods. A comprehensive questionnaire in the form of a Google Form was developed for the study, which included several blocks of questions: socio-demographic characteristics (age, gender, education, marital status, employment, etc.), circumstances of resettlement (reasons, duration, conditions), subjective assessment of the current situation and one's own emotional state, main problems and needs, strategies for overcoming difficulties, plans for the future. The questionnaire contained both closed-ended questions with multiple-choice answers and open-ended questions, which allowed for more detailed information about the respondents' individual experiences.

Data collection was carried out through individual and group questionnaires, as well as psychodiagnostic testing. Before conducting the study, all participants were informed about its purpose and provided voluntary consent to participate. Participants were guaranteed confidentiality and anonymity, as well as the opportunity to refuse participation in the study at any stage.

The questionnaire was conducted both in paper format (during personal meetings) and in electronic format (using Google Forms). Psychodiagnostic testing was carried out exclusively in paper format during individual or group meetings with participants.

The processing and analysis of the obtained data were carried out using methods of mathematical statistics, in particular, descriptive statistics (frequency analysis, averages, standard deviations), correlation analysis (Pearson correlation coefficient), comparative analysis (Student's t-test, Mann-Whitney test). SPSS 26.0 was used for statistical data processing.

The analysis of the results also included a qualitative interpretation of the responses to the open-ended questions of the questionnaire, which allowed us to identify the individual characteristics of the emotional state of IDPs, their problems, needs, and coping strategies.

The following psychodiagnostic methods were used to assess the emotional state of IDPs:

1. Spielberger-Khanin Anxiety Scale (STAI) – to measure the level of situational and personal anxiety.
2. Beck Depression Inventory (BDI-II) – to assess the presence and severity of depressive symptoms.
3. Traumatic Stress Questionnaire (TSQ) – to identify signs of post-traumatic stress disorder (PTSD).
4. Methodology for differential diagnosis of depressive states by V. Zunge (adapted by T. I. Balashova) – to assess the level of depression.
5. Methodology "Psychological Well-Being Scale" by K. Riff (adapted by Karskanova) – to study the subjective feeling of psychological well-being.



Let us describe their role in the study in more detail:

1. Spielberger-Khanin Anxiety Scale (STAI). The STAI scale (State-Trait Anxiety Inventory) is one of the most famous methods for measuring the level of anxiety. Developed by Ch. Spielberger, adapted by U. Khanin. It consists of 40 statements: 20 - measure situational anxiety (state) → shows the level of anxiety at the moment; 20 - measure personal anxiety (trait) → chronic level of anxiety as a stable personality characteristic. The study used it to determine the current emotional state of IDPs, as well as to identify a tendency to anxiety reactions, which often increase under the influence of traumatic factors of resettlement. Advantages: separates the situational component (the influence of external conditions) and the stable personal component. Widely used to diagnose stress and anxiety in crisis situations. Psychometric properties: High reliability (Cronbach's $\alpha \approx 0.85-0.90$). Validity confirmed by numerous studies in Ukraine.

2. Beck Depression Inventory (BDI-II) One of the most popular methods for measuring the level of depression, created by Aaron Beck, the second edition (BDI-II) is adapted to the DSM-IV/DSM-5 criteria. Consists of 21 items. The severity of depression symptoms is assessed on a 4-point scale (from 0 to 3), includes emotional, cognitive, behavioral and somatic symptoms.

The study is used to identify symptoms of depression in IDPs - one of the key problems observed in this group due to losses, chronic stress and a sense of hopelessness. Advantages: High sensitivity to the dynamics of the state (can be re-measured after interventions). Ease of application in different samples (clinical and non-clinical). Psychometric properties: Internal consistency $\alpha \approx 0.90$. Validity has been proven by many meta-analyses.

3. Traumatic Stress Questionnaire (TSQ) A comprehensive questionnaire for assessing signs of post-traumatic stress disorder (PTSD). In the study, it is referred to as the TSQ, as the Ukrainian adaptation of the PCL-5 (PTSD Checklist for DSM-5) was used. Structure: 20 items that reflect 4 main groups of PTSD symptoms: intrusive memories (Intrusion); avoidance (Avoidance); negative changes in cognitions/mood; hyperarousal (Hyperarousal).

Used to identify PTSD symptoms, which is a common phenomenon among IDPs who have experienced traumatic events (losses, combat, resettlement). Advantages: High sensitivity and specificity for diagnosing PTSD. Allows you to detect even latent manifestations of post-traumatic symptoms. Psychometric properties: High internal consistency ($\alpha \approx 0.90$). Reliable validity according to DSM-5 criteria.

4. Methodology for differential diagnosis of depressive states by V. Zung (Zung Self-Rating Depression Scale) (adaptation by T. I. Balashova). Aimed at assessing the severity of depression. Structure: 20 items that assess the symptoms of depression on a 4-point scale. Includes affective, motivational, cognitive and somatic manifestations of depression. In the study, it supplements data from the Beck scale, allowing for a detailed analysis of the level of depression and tracking its differentiated manifestations in IDPs. Advantages: Simplicity

and speed of completion; good validity and clear threshold distribution for mild, moderate and severe forms of depression. Psychometric properties: internal consistency $\alpha \approx 0.80-0.85$.; Widely validated on Ukrainian samples.

5. Psychological Well-Being Scale by K. Riff (PWB). Structure: From 18 to 84 items, measures 6 components of well-being: self-acceptance, positive relationships with others, autonomy, environmental mastery, purposefulness in life, personal growth. The study is an important component that allows assessing the adaptive resource of IDPs, in particular the presence of positive psychological attitudes that contribute to recovery. Advantages: emphasizes not only symptoms, but also positive personal resources; suitable for studying the qualitative aspect of life in crisis samples. Psychometric properties: high internal consistency $\alpha \approx 0.85-0.93$.

Results

During the study, a comprehensive picture of the emotional state of internally displaced persons was obtained in comparison with the control group and the main factors that affect their psychological well-being.

The analysis of the survey results showed that the majority of respondents from the IDP group (82.9%) faced psychological difficulties after resettlement, while the intensity of these difficulties was different: 31.4% assessed them as significant, 42.9% as moderate, 25.7% as insignificant. In the control group, 54.3% of respondents reported the presence of psychological difficulties during the last year, of which only 11.4% assessed these difficulties as significant, 28.6% as moderate, 60.0% as insignificant. The difference between the groups in the intensity of psychological difficulties was statistically significant ($\chi^2=12.73$, $p<0.01$).

When asked about the dominant emotions during the last month, IDP participants most often noted anxiety (74.3%), sadness (68.6%), uncertainty about the future (65.7%), irritation (54.3%), a sense of helplessness (45.7%), anger (40%), guilt (34.3%), fear (31.4%). Positive emotions were mentioned much less often: hope (37.1%), joy (28.6%), gratitude (25.7%), satisfaction (17.1%).

In the control group, the distribution of emotions was different: anxiety (45.7%), sadness (34.3%), uncertainty about the future (37.1%), irritation (31.4%), a sense of helplessness (17.1%), anger (22.9%), guilt (14.3%), fear (17.1%). Positive emotions were mentioned more often: hope (60.0%), joy (54.3%), gratitude (48.6%), satisfaction (42.9%). Statistical analysis showed significant differences between groups in the majority of negative emotions ($p<0.05$) and in all positive emotions ($p<0.01$).

Analysis of the results of the application of psychodiagnostic techniques allowed to obtain more detailed information about the emotional state of the study participants. In a generalized form, such results are presented in Table 1.

According to the method of "Psychological Well-being Scale" by K. Riff, it was found that the general level of psychological well-being of the majority of respondents in the IDP



group (65%) is at an average level, 23.33% - at a low level, and only 11.67% - at a high level. In the control group, the distribution was different: high level - 31.66%, average - 60.0%, low - 8.34%. The difference between the groups in terms of the level of psychological well-being was statistically significant ($p < 0.01$).

Table 1. Results of the psychodiagnostic examination of the study participants

Level and % indicators of study participants Methods	Level	IDP group (%)	Control group (%)	Difference (IDP – Control)
Spielberger-Hanin Anxiety Scale				
Situational anxiety	Low	31,67	63,3	-31,63
	Moderate	43,3	31,67	+11,63
	High	25,03	5,03	+20,00
Personal anxiety	Low	43,3	65,0	-21,7
	Moderate	35,0	28,3	+6,7
	High	21,7	6,7	+15,0
Beck Depression Inventory	Missing	55,0	76,67	-21,67
	Easy	25,0	16,67	+8,33
	Moderate	15,0	5,0	+10,0
Traumatic Stress Questionnaire	Missing	65,0	85,0	-20,0
	Individual symptoms	23,3	11,67	+11,63
	Partial PTSD	8,3	3,33	+4,97

In the IDP group, the lowest scores were observed on the scales "Environmental Management" (mean score 46.3 out of a possible 84) and "Goals in Life" (mean score 48.7), the highest on the scales "Personal Growth" (mean score 56.2) and "Positive Relationships with Others" (mean score 54.1). In the control group, the distribution was more even, with the highest scores on the scales "Autonomy" (mean score 63.5) and "Personal Growth" (mean score 62.8).

Comparative analysis of mean values for all scales of the methodology showed statistically significant differences between groups on the scales "Environmental Management" ($t=5.72$, $p < 0.001$), "Goals in Life" ($t=4.38$, $p < 0.001$), "Self-Acceptance" ($t=3.96$, $p < 0.001$) and "Autonomy" ($t=3.24$, $p < 0.01$). Less pronounced, but statistically significant differences were observed on the scales "Personal Growth" ($t=2.18$, $p < 0.05$) and "Positive Relationships with Others" ($t=2.05$, $p < 0.05$).

Correlation analysis showed the presence of significant relationships between different indicators of emotional state in both groups. In particular, in the IDP group, a strong positive correlation was found between the level of depression and situational anxiety ($r=0.72$, $p<0.01$), as well as between the level of depression and the presence of PTSD symptoms ($r=0.68$, $p<0.01$). The overall level of psychological well-being was negatively correlated with the level of depression ($r=-0.76$, $p<0.01$), situational anxiety ($r=-0.61$, $p<0.01$) and the presence of PTSD symptoms ($r=-0.58$, $p<0.01$). In the control group, similar correlations were observed, but with smaller coefficients: between the level of depression and situational anxiety ($r=0.59$, $p<0.01$), between the level of depression and the presence of PTSD symptoms ($r=0.45$, $p<0.01$), between the general level of psychological well-being and the level of depression ($r=-0.63$, $p<0.01$).

Discussion

A comparative analysis of predictors affecting the emotional state of IDPs revealed several key factors.

Duration of IDP status was a significant factor: individuals who had been displaced for less than 1 year showed higher rates of anxiety and depression compared to those with more experience of displacement ($p<0.05$). This may indicate gradual adaptation to new living conditions and the development of effective coping strategies over time.

Housing conditions also significantly influenced the emotional state of IDPs. Individuals living in rented housing or modular settlements had higher rates of anxiety and lower rates of psychological well-being compared to those living in their own homes or with relatives ($p<0.05$). In the control group, this relationship was less pronounced, although it was also observed ($p<0.1$).

Employment was found to be one of the most important factors of psychological well-being in both groups. Employed individuals demonstrated lower rates of depression and anxiety, as well as higher rates of psychological well-being compared to the unemployed ($p<0.01$). However, in the IDP group the difference between employed and unemployed was more pronounced than in the control group (for depression: $t=4.83$ vs. $t=3.21$, for anxiety: $t=4.57$ vs. $t=3.05$).

A comparative analysis of the responses to the open-ended questions of the questionnaire revealed differences in problems and needs between the groups. In the IDP group, the most frequently mentioned issues were financial difficulties (82.9%), housing problems (71.4%), employment difficulties (54.3%), feelings of uncertainty about the future (51.4%), problems with adaptation to the new environment (48.6%), homesickness and lost way of life (45.7%), health problems (40%), feelings of loneliness and isolation (37.1%), bureaucratic obstacles (34.3%).

In the control group, the most frequently mentioned issues were financial difficulties (60.0%), health problems (31.4%), feelings of uncertainty about the future (28.6%), employment difficulties (25.7%), housing problems (22.9%), and feelings of loneliness



(17.1%). Statistical analysis showed significant differences between groups in most categories of problems ($p < 0.05$), with the exception of financial difficulties and health problems, which were common in both groups.

Thus, the results of the comparative study indicate the presence of significant differences in the emotional state of internally displaced persons compared to the control group. IDPs demonstrate higher rates of anxiety, depression, signs of traumatic stress and lower rates of psychological well-being. Specific problems and needs of IDPs related to the experience of forced displacement and the peculiarities of coping strategies were also identified. At the same time, factors that contribute to the preservation of psychological health in conditions of forced displacement were identified: social support, employment, stable housing conditions, active coping strategies.

The analysis of the research results allows us to outline the following recommendations for psychological support for IDPs, taking into account the characteristics of their emotional state.

1. Effective psychological assistance should be comprehensive, systematic and differentiated in accordance with the individual characteristics and needs of the displaced.

2. Important areas of work are reducing the level of anxiety, overcoming depressive states.

3. Developing stress resistance, forming adaptive behavioral strategies, restoring social ties and effective assistance from representatives of the host community for the integration of IDPs into a new environment are a guide for optimizing the quality of life of such persons in a warring country.

Conclusions

The conducted study of the emotional states of internally displaced persons in Ukraine allowed to draw a number of important conclusions that have both theoretical and practical significance for understanding the psychological consequences of forced displacement and developing effective IDP support programs.

Theoretical analysis of the scientific literature confirmed that forced displacement is a powerful stress factor that causes significant changes in the emotional sphere of a person. It was established that psychological reactions to displacement have a complex structure and include both negative (anxiety, fear, depression, anger) and positive (hope, relief, gratitude) emotional states. An important theoretical conclusion is the understanding of the dynamic nature of the emotional states of IDPs, which change in the process of adaptation to new living conditions.

Empirical research on the emotional state of IDPs revealed a high level of anxiety in 67% of respondents, depressive moods in 43% and symptoms of post-traumatic stress disorder in 28% of those surveyed. It was found that the intensity of negative emotional states depends on a number of factors: the duration of stay in the status of IDPs, the

availability of social support, financial situation, age, health status and individual psychological characteristics.

The study confirmed the hypothesis that the emotional state of IDPs has certain patterns of change associated with the stages of adaptation to living conditions in a new place. At the initial stage, shock, fear and acute stress reactions prevail. At the stage of primary adaptation (3-6 months after resettlement), anxiety-depressive states, deterioration of well-being, a feeling of helplessness are often observed. At the stage of secondary adaptation (6-12 months), both manifestations of chronic stress and signs of acceptance of the new situation and the search for internal resources to overcome difficulties may occur.

An important result of the study was the identification of protective mechanisms and stress coping strategies used by IDPs. The strategies of active problem solving, seeking social support, and positive reassessment of the situation were constructive. The strategies of avoidance, denial of problems, aggressive reactions, and alcohol abuse were destructive.

The results of the study confirm the need to develop and implement state programs of psychological support for IDPs, train specialists to work with this category of the population, and create a network of specialized psychological assistance centers. Particular attention should be paid to the prevention of emotional burnout among specialists working with IDPs.

The theoretical significance of the results obtained lies in deepening the understanding of the psychological mechanisms of human adaptation to crisis situations, expanding ideas about the dynamics of emotional states in the context of forced displacement, and systematizing factors that influence the psycho-emotional state of IDPs.

Thus, the conducted research not only expands scientific understanding of the emotional state of internally displaced persons, but also creates a basis for practical work with this category of population, contributing to increasing the effectiveness of psychological assistance to IDPs and improving the quality of life of such people in Ukraine.

Conflict of interest. The author declare that she have no conflicts of interest.

Disclaimer. The author declare that her opinions and views expressed in this manuscript are not subject to the influence of any organizations.

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ABOUT THIS ARTICLE

Cite this article

Khymchenko Olena, Pogorelova Anastasia. PSYCHOLOGICAL COMPONENTS AND FACTORS OF EMOTIONAL STATES OF INTERNALLY DISPLACED PERSONS. 2025 Journal "Socialization and Human Development" Vol. 7. № 1.

DOI: 10.37096/SHDISJ-25-1.1-0003

Submitted June 15, 2025 / Revised September 12, 2025 / Approved November 16, 2025
Published: November 30, 2025

DOI: 10.37096/SHDISJ-25-1.1-0003

Editor in Charge – Svitlana PASHCHENKO

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Review and Analytical Articles

EVIDENCE-BASED PSYCHOLOGICAL PRACTICES: PRINCIPLES OF AN INTERDISCIPLINARY APPROACH IN PSYCHOTHERAPY

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DOI: 10.37096/SHDISJ-25-1.1-0004

Abstract

Relevance. The purpose of the article is to expand the frame of "evidence" of psychological practices thanks to the leading ideas of modern physics and the latest research in psychology.

Methodology. In preparing the article, a post-nonclassical methodology was used in the course of theoretical and methodological research, namely the principles of modern theoretical physics, which postulate the features of the current understanding of the scientific picture of the world and the laws and features of its existence. The author's modern interpretation of the basic philosophical categories of space and time, uncertainty and freedom, order and chaos, etc. is used to substantiate the prospects of a comprehensive (multidisciplinary) approach to the problem of evidence in the creation and use of modern psychotherapeutic approaches and psychological practices.

Results. The article considers the problem of updating the methodological foundations of psychology and psychotherapy in the context of integration with the principles of modern physics and philosophy of science. It is shown that traditional evidence-based practices, which are based on the mechanistic paradigm, need to be supplemented with a new ontology of the psyche, where consciousness and internal experience are considered as fundamental characteristics of reality. A comparison is made between classical evidence-based methods (cognitive-behavioral therapy, dialectical-behavioral therapy, schema therapy, systemic family therapy, trauma work methods) and the principles of modern physics (relationality, uncertainty, entropy, nonlinearity, superposition).

Conclusions. The need for the integration of interdisciplinary knowledge for the development of new evidence-based approaches that take into account the complexity, multidimensionality and openness of mental processes is substantiated.

Keywords: modern physical picture of the world, quantum uncertainty, entropy, relationality, psyche as a fundamental reality, psychotherapy, evidence-based practices.

Relevance

Modern psychology is increasingly integrated with other sciences, striving to go beyond classical biological reductionism. There is growing interest in an interdisciplinary approach that combines data from cognitive science, neuroscience, quantum physics, and systems theory. In this context, questions arise: How to interpret "evidence" in the light of

a new ontological platform of psychology? and can the fundamental principles of modern physics serve as a new methodological basis for understanding psychological practice?

The purpose of this article is to expand the framework of “evidence” of psychological practices through the leading ideas of modern physics and the latest research in psychology.

Methodology

Methods. When writing the article, theoretical tools of a comprehensive (interdisciplinary) approach, categorical and comparative analysis of the relevant scientific literature were used. The starting point for implementing a multidisciplinary approach to the problem of evidence of modern psychological practices were the theoretical and methodological provisions of the post-nonclassical paradigm of scientific research.

Results

Evidence-based psychological practices traditionally rely on experimental efficacy studies and clinical meta-analyses (Chambless & Hollon, 1998). However, modern science suggests that the phenomenon of the psyche itself can be understood in a broader ontology - as one of the fundamental dimensions of reality, similar to space, time or energy (Chalmers, 1996; Penrose, 2016). This opens up new horizons for psychotherapy: the search for tools to restore the balance of the client's psyche not only within the biopsychosocial system, but also in the interaction of professional consciousness with the deep laws of the existence of beings.

1. Evidence-based practices in the classical paradigm of psychological science.

In the second half of the twentieth century. the emphasis in psychology was placed on the standardization of methods and verification of their effectiveness. In particular, cognitive behavioral therapy (Beck, 2011), dialectical behavioral therapy (Linehan, 1993), and schema therapy (Young et al., 2003) have become the gold standard of evidence. These practices were built on a paradigm of linear causal thinking: a symptom arises from a dysfunctional thought or behavior, and therapeutic intervention eliminates the imbalance.

This approach corresponds to classical Newtonian physics - predictable, deterministic, and mechanistic. However, with the development of science, it becomes obvious: the psyche cannot be reduced to biological mechanisms or to individual cognitive processes. It functions as a dynamic (dissipative) system (, open to context, probabilities and uncertainty (Friston, 2010; Varela et al., 1991).

2. Principles of modern physics (foundations of natural sciences) as methodological guidelines for modern post-nonclassical psychology.

2.1. The principle of relativity and the relationality of experience. A. Einstein in the General Theory of Relativity showed that space and time are not absolute quantities, but depend on the reference frame (Einstein, 1916/2019). For psychology this means, that a person's subjective experience is always relative and contextual. The psychotherapist should work not with “objective reality”, but with the client's individual coordinate system.



In modern cognitive neuroscience, memory is increasingly viewed not as a static preservation of the past, but as an active reconstruction that takes place here and now. This approach is presented, in particular, in the works of Daniel Schacter (1999, 2001), who emphasizes that memory is a form of imagination — both future and past. That is, we do not “remember” an event in its pure form, but “recreate” it, using fragments, schemes and scenarios that are complementary to the events that are happening in our lives.

2.2. Quantum uncertainty and freedom of choice. Heisenberg’s uncertainty principle and Born’s probabilistic interpretation prove that at the micro level the world is not deterministic (Heisenberg, 1930; Born, 1954). Psychotherapeutic practice from this perspective views a person as an open system with a multiplicity of possible future scenarios. This correlates with the techniques of working with alternative life scenarios in cognitive and narrative therapy (White & Epston, 1990).

This idea is also developed by Karl Friston in his theory of active inference, according to which the brain constantly generates hypotheses about the world, and memory is not the preservation of facts, but a way of forming and testing models of reality (Friston, 2010). Remembering the past is a process in which the brain’s prediction is correlated with sensory (real or imagined) experience. If a discrepancy arises — a prediction error — the model is updated.

This provides a powerful explanation for the mechanism of psychotherapy: changing perceptions of the past is possible when the client, in a safe environment, experiences a new experience that does not correspond to old (traumatic) models. Thus, according to Friston, psychotherapeutic intervention is a tool for reducing prediction errors, which updates both memories and reactions to them.

2.3. Entropy, time and memory. Physics defines the arrow of time through the increase in entropy (Carroll, 2016). For psychology, this opens up a new approach to working with trauma: memory is not a fixed record, but a dynamic process of reconstruction (Schacter, 2001). Psychotherapy becomes a means of integrating the past into the present, which reduces the “entropy” of the mental system. The idea of entropy allows us to look at life and death from a new perspective: personal existence is an attempt to order and maintain subjective experience at a low level of entropy. Individual consciousness collapses again and again with a new choice and with high entropy of the system can quickly collapse.

2.4. The principle of non-equilibrium dynamics developed in the works of the Nobel Prize winner in 1977, the Belgian physicist Ilya Prigogine (Ilya Prigogine) introduces into scientific circulation the categories of non-equilibrium and nonlinearity of time, order and chaos. In the work “Time. Chaos. Quantum. Toward a solution to the paradox of time”. he writes: “...at all levels, be it the level of macroscopic physics, the level of fluctuations or the microscopic level, the source of order is non-equilibrium. Non-equilibrium is what generates “order from chaos” ... If stable systems are associated with the concept of

deterministic, symmetric time, then unstable chaotic systems are associated with the concept of probabilistic time, which involves a violation of symmetry between the past and the future". (Prigogine I., Stengers I., 2003)

Therefore, modern physics of complex systems shows that even insignificant influences can radically change the trajectory of the system (Prigogine & Stengers, 1984). This echoes the processes of psychotherapy, where small insights or symbolic changes can cause profound transformations of the personality.

3. A new ontology of psychotherapy: the psyche as a fundamental reality. Modern philosophers of consciousness (Chalmers, 1996; Strawson, 2006) and researchers of consciousness in physics (Penrose, 2016) propose to treat the psyche not as a derivative of biology, but as a basic characteristic of being. This approach changes the goals of psychotherapy: from treating symptoms to harmonizing the interaction between consciousness, body and universal processes.

In this perspective, the psychotherapist becomes not only a "behavior corrector", but a guide for the client in the space of possibilities. Practice moves from mechanistic techniques to work with resonance, synchronicity (Jung, 1952/2011) and the integration of multidimensional human experience.

4. Practical implications for evidence-based approaches:

➤ Cognitive-behavioral therapy gains new tools for working with uncertainty, integrating probabilistic prediction models (Friston, 2010).

➤ Trauma-focused methods take into account the reconstructive nature of memory and work with the "rewriting" of experience (Schacter, 2001).

➤ Existential therapy finds confirmation in the principle of quantum openness: freedom of choice is an ontological property of reality.

➤ Systems therapy considers the family as a nonlinear open system capable of self-organization (Minuchin, 1974).

➤ Integrative approaches (e.g., narrative therapy) resonate with the principle of relationality of experience: the client's story always depends on the context (White & Epston, 1990).

Thus, the new ontology does not reject evidence, but expands its methodological foundation.

Discussion

The combination of psychology and ideas of modern physics opens up prospects for a new science of consciousness. However, there are also risks, such as: a) the danger of simplified metaphorizations; b) the need for empirical verification of new models; c) the challenge of integrating natural and humanitarian methods. At the same time, interdisciplinarity makes it possible to expand the idea of evidence: from purely clinical results to confirmation of universal principles of functioning of complex systems.



Conclusions

Evidence-based psychological practices require an updated methodological foundation. The principles of modern physics allow us to see the psyche as a fundamental dimension of reality, operating according to the laws of uncertainty, relationality, and nonlinearity. This opens up opportunities for a deeper integration of science and practice, where psychotherapy appears not only as psychological help, but also as a way of harmonizing consciousness in a multidimensional world.

Conflict of interests. The author declares that she has no conflicts of interest.

Disclaimer. The author declares that his thoughts and views expressed in this manuscript are not subject to the influence of any organizations.

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ABOUT THIS ARTICLE

Cite this article

Svitlana Vask'ivska. EVIDENCE-BASED PSYCHOLOGICAL PRACTICES: PRINCIPLES OF AN INTERDISCIPLINARY APPROACH IN PSYCHOTHERAPY. 2025 Journal "Socialization and Human Development" Vol. 7. No. 1. DOI: 10.37096/SHDISJ-25-1.1-0004

Submitted September 5, 2025 / Revised October 28, 2025 / Approved November 16, 2025

Published: November 30, 2025

DOI: 10.37096/SHDISJ-25-1.1-0004

Editor-in-Chief – Svitlana PASHCHENKO

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SOCIAL-PSYCHOLOGICAL SUPPORT OF CHILDREN AND TEACHERS OF PRESCHOOL EDUCATION INSTITUTIONS OF UKRAINE IN WARTIME

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DOI: 10.37096/SHDISJ-25-1.1-0005

Abstract

Relevance. In war conditions, social and psychological support of the population should become an important priority of the state policy of Ukraine in order to preserve the mental health of children and adults. The purpose of the article is to summarize the features of psychocorrectional and psychotherapeutic assistance to children and teachers of preschool educational institutions in war conditions in Ukraine.

Methodology. Analysis of scientific and practice-oriented psychological and pedagogical literature, comparison, systematization and generalization of scientific and practical information relevant to the topic. Generalization of the author's experience in using methods of scientific and search, psychoeducational, and scientific and pedagogical work.

Results. The article analyzes the psycho-emotional states of preschool children growing up during the war, summarizes the experience of socio-psychological support of such children and psychological support of their educators. Life-changing technologies and techniques for working with psycho-emotional states of preschool children in the psychotherapeutic process are presented. The features of emotionally supportive communication with children in wartime are emphasized. The content of the training for teachers of preschool educational institutions is highlighted, developed for the purpose of prevention and psychoreaction of psycho-emotional states and mental health preservation of such specialists for working with preschool children in the stressful conditions of the Ukrainian present.

Conclusions. Effective technologies of various areas of art therapy are presented for use in such work: play therapy, drawing therapy, fairy tale therapy, recommended children's fairy tales for psychotherapeutic work with children.

Keywords: socio-psychological support, preschool children, preschool teachers, art therapy technologies, training technologies.

Relevance

The military realities of life in Ukraine act as a stressful background for children and adults. According to socio-psychological research in 2025 (Children of War. State Information Platform, September 2025), 40% of Ukrainian children feel in danger, 44% of children have signs of potential PTSD. Statistics of children of war as of May 2025: 652 children died, 2145 were injured, 2191 disappeared, 45124 children were found, 19546 were deported or forcibly displaced, 1592 were returned, 20 children suffered from sexual

violence.

In wartime conditions, socio-psychological support for the population should become an important priority of the state policy of Ukraine in order to preserve the mental health of children and adults. In this regard, the All-Ukrainian Mental Health Program "How Are You?" has been developed. Assessing the psycho-emotional and psychophysiological state of children who have experienced psycho-traumatic events in wartime conditions in Ukraine, we can conclude that the most important thing for them is socio-psychological support, receiving psycho-correctional and psychotherapeutic assistance. Ukrainian scientists and practitioners in the fields of pedagogy and psychology are engaged in the study of these issues and the development of appropriate psychotherapeutic technologies: A. Bogush, N. Bulatevych, L. Beikun, G. Bratasyuk, O. Voznesenska, T. Vasylyshyna, L. Galitsyna, Yu. Gubareva, L. Kalmykova, V. Kuzmenko, T. Kurganska, I. Lytvynova, I. Lutsenko, K. Milyutina, A. Nester, N. Opryshko, S. Povoroznyuk, S. Royz, N. Sablina, O. Skordina, O. Tararina, O. Reipolska, V. Khromets, Yu. Khmelivska and others.

The purpose of this article is to outline the specific features of psychocorrectional and psychotherapeutic interaction with children and teachers of preschool educational institutions in wartime conditions in Ukraine. Accordingly, specifying the purpose, we will reveal the tasks of our research: 1) characterize the psychoemotional states of children and teachers in wartime conditions; 2) determine the features of socio-psychological support of children and teachers of preschool educational institutions in wartime conditions; 3) describe psychotherapeutic technologies and techniques for working with psychoemotional states of children with traumatic experiences in the psychotherapeutic process; 4) highlight training technologies for psychological work with teachers of preschool educational institutions, focused on preserving their mental health in wartime.

Methodology

When writing the article, an analysis of scientific and practice-oriented psychological and pedagogical literature was applied, as well as synthesis, comparison, systematization and generalization of scientific and practical information relevant to the topic. The results of the author's experience in using methods of scientific research (observation, conversation, self-assessment) and scientific and pedagogical work (training, art therapy technologies) in psychoeducational and psychotherapeutic interaction with students of the "Preschool Education" specialty and working teachers and educators were also summarized.

Results

An analysis of recent publications confirms that during the war, not only adults but also children suffer, and this is reflected in their psychoemotional state. As in the case of the adult population of a warring country, anxiety, fear, psychological trauma, stress, post-traumatic stress disorder (PTSD) SR), depression, etc. are inseparable companions of



children's experiences of war events. Researchers Royz S., Bulavinova K. and Poberezhna Yu. distinguish the following manifestations of PTSD in children: intrusive memories, which the child may not admit to adults, and at the same time avoidance of everything that reminds of the experiences; emotional tension, manifestations of aggression or, conversely, apathy, depression, emotional detachment; sleep disturbances, terrible dreams, anxiety and constant expectation of a repetition of events; impaired cognitive functions; fixation on the plot of the experience, its repetition in the game (Royz S., Bulavinova K., Poberezhna Yu., 2023).

The team of authors (Lutsenko I. and others) recommend that teachers use the technology of organizing emotionally supportive communication (TEPC) they developed in their work with children of war, which is based on the following principles: emotional and value community, humanization of the teacher's communicative guidelines, professional and speech ethics, dialogicity, development of the child's personality, consideration of individual psychological characteristics and situational psycho-emotional state in speech interaction. This technology, in particular, consists in the use by the teacher and other adults of the skills of effective listening, speech expressions of consent, encouragement, approval, positive anticipatory assessment; it involves the ability of an adult to establish productive emotional, spatial, speech and interactional contact with children; mastery of optical-kinesthetic means of communication: regulation of facial expressions (smile, expression and control of emotions), gaze ("eye to eye" and "face to face"), posture (openness, trust, readiness to communicate), gestures and touches (stroking, shaking hands, patting, hugging, kissing).

Most children who develop anxiety characteristics due to experienced psychotraumatic events have difficulty expressing their own thoughts in monologues in front of the community, in communicating with adults and peers. They face problems that seem complex to them, too difficult to overcome. As a result of psychological discomfort, many children become withdrawn, and some refuse to perform any tasks. (Lutsenko I., 2018).

Another effective psychotechnology for working with children who have survived the war is art therapy, which is based on stimulating the child's creative potential and their internal mechanisms of self-regulation. This technique meets children's needs, in particular in the manifestation of speech expression and establishing themselves as a communicative personality in the social environment. It is important to use various forms of art therapy, as they contribute to the emergence of positive emotions, help children overcome apathy and indifference to communication, promote activity and creativity, help cope with anxiety, tension, insecurity and passivity caused by psychotraumatic events. (Lutsenko I., Bogush A., Kalmykova L., Kuzmenko V., Povoroznyuk S., Reypolska O., 2018).

Image therapy - healing through visual art. Drawing as a form of expressive expression begins in early childhood. Within the framework of the psychodynamic and developmental

approach, the use of drawings in working with children provides an idea of the child's inner world, emotions and internal conflicts. By drawing, children express their ideas and perceptions of the world in which they live, as well as how they cope with experiences and the world around them (Moschini LB., 2005; Betts DJ., 2006, 2012).

Play therapy is usually based on the use of role-playing games, which have a significant impact on the development of the child's personality. During the game, choosing a certain role, each child easily turns into the chosen character. The play therapy procedure includes children performing special exercises that cover both verbal and non-verbal communication, as well as playing out various life situations. During play therapy, symptoms of post-traumatic stress disorder disappear, anxious developmental traits are replaced by creative abilities, and the speech potential of preschoolers develops. (Lutsenko I., *ibid.*).

Fairy tale therapy is a universal and attractive method of working with children, especially those who have survived the war. It reveals and develops children's creative abilities, in particular, develops their speech. Fairy tale therapy activates the internal reserves and potential of the individual. During fairy tale therapy, therapy also takes place through the creation of a fairy tale atmosphere. There is always a sense of security in a fairy tale, which helps to relieve anxiety, insecurity and overcome fears caused by experienced events.

Authentic Ukrainian audio fairy tales by Honored Artist of Ukraine Ruslana Lotsman are recommended for use in fairy tale therapy for children. These fairy tales were created by the author within the framework of innovative projects: "Song Room", "Song Tale", "Song Diary", "Song Basket". Listening to the fairy tales of the Ukrainian artist R. Lotzman, you can plunge into the magical world of song and fairy tale. You can imagine yourself in a Ukrainian village, in an authentic Ukrainian hut, in the place of a mother who sings Ukrainian folk songs with their children. These songs play a psychotherapeutic and emotionally supportive effect on the child's soul in conditions of war and daily stress. The ancient power of the Ukrainian people is encoded in folk songs, which have always supported and raised the people's Spirit in the struggle for freedom and independence. Through theatrical art and song creativity, Ruslana Lotsman skillfully demonstrates fairy tale therapy in action (Lotsman R., 2022).

In conditions of martial law in Ukraine, it is important to worry not only about the mental health of children, but also about teachers, parents, support staff and other adults who interact with children daily. At the end of the theoretical review, we will present our own experience of using the above technologies in working with preschool children and adults (educators and future teachers of preschool education).

Participants in the educational process are children, parents and teachers. The psycho-emotional state of an individual teacher affects the general psychological climate in the team of colleagues and children in the educational institution, parents who trust the teacher with their child. Effective interaction of these links ensures successful educational



socialization of preschoolers, productive implementation of the tasks of their preschool education.

In our scientific and pedagogical activities for training teachers of preschool educational institutions within the framework of teaching students of the specialty A2 "Preschool Education" in the disciplines "Psychology" and "Art Technologies in Working with Children" on a regular basis, we widely use art therapeutic technologies: techniques of non-traditional visual art, coloring art therapeutic coloring pages on the topic of finding psychological support in war conditions, emotional catharsis (free visual activity on Whatman paper with colored paints to musical accompaniment), drawing on semolina (the author's version of sand therapy), voicing one's associations, thoughts, experiences, emotional states and feelings for the purpose of deeper awareness. Such practices not only have a tangible recreational effect, but also become an important part of the psychological and pedagogical experience of future preschool educators.

Another relevant experience in socio-psychological support for harmonizing the psycho-emotional state and psycho-relaxation of preschool teachers dates back to September-November 2024, when the author conducted a series of trainings for teachers of the Hello Kids preschool network in Kyiv. During the training sessions, participants sincerely shared their thoughts and emotions, experiences and desires, dreams of Peace and Victory, realized and voiced the factors of psycho-emotional burnout (war, workload, anxiety, lack of planning and control in conditions of uncertainty during the war, blackouts, dissatisfaction and claims of parents of pupils, family problems, etc.). Together we looked for resources for psychoenergetic recovery (sleep, delicious food, water, outdoor recreation, walks, support from family and friends, informal communication with colleagues and friends, music, painting, theater, dancing, sports, massage, swimming, shopping, etc.). Our psychotrainings successfully introduced breathing stabilizing, art-therapeutic and meditative techniques for the purpose of psychorelaxation. At the end, the participants were provided with contacts of free psychological home support lines. A detailed training program for teachers of ZDO is presented in the author's article (Korkh V., 2025: 55-69).

Conclusions

The pages of the article analyze the psycho-emotional states of children affected by war and the features of socio-psychological support for children of war, namely: psychotherapeutic life-changing technologies and techniques for working with psycho-emotional states of children of war in the psychotherapeutic process are described; the features of organizing the technology of emotionally supportive communication with children in war conditions are characterized; examples of the use of technologies of various directions of art therapy in psychotherapeutic work with children (play therapy, fairy tale therapy, drawing therapy) are given; recommended children's fairy tales for

psychotherapeutic work with children are presented. The experience of testing a training for teachers of preschool educational institutions for the purpose of prevention and psychoreaction of psycho-emotional states and mental health preservation in stressful conditions of war is highlighted.

Conflict of interests. The author declare that she have no conflicts of interest.

Disclaimer. The author declare that her opinions and views expressed in this manuscript are not subject to the influence of any organizations.

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ABOUT THIS ARTICLE

Cite this article

Korkh Vera. SOCIAL-PSYCHOLOGICAL SUPPORT OF CHILDREN AND TEACHERS OF PRESCHOOL EDUCATION INSTITUTIONS OF UKRAINE IN WARTIME. 2025 Journal "Socialization and Human Development" Vol. 7. No. 1. DOI: 10.37096/SHDISJ-25-1.1-0005

Submitted September 13, 2025 / Revised October 30, 2025 / Approved November 16, 2025
Published: November 30, 2025

DOI: 10.37096/SHDISJ-25-1.1-0005

Editor in Charge – Svitlana PASHCHENKO

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THE CONTROVERSIAL NATURE OF THE "QUEEN BEE" PHENOMENON: FROM SYNDROME TO SURVIVAL STRATEGY OF THE MODERN FEMALE LEADER

Galtseva Tetyana, Tieliehina Oleksandra

DOI: 10.37096/SHDISJ-25-1.1-0006

Abstract

Relevance. The aim of this publication is to conduct a theoretical analysis of the socio-psychological phenomenon known in organizational psychology as the "Queen Bee" and to demonstrate the evolution of the understanding of the psychological nature and interpretations of this phenomenon from its emergence in scientific psychological literature (the 1970s) to contemporary publications.

Methodology. The study employs theoretical methods, including the analysis of scientific literature, the generalization of theoretical approaches, and the systematization of scientific data.

Results. The paper provides a review of theoretical approaches to understanding the organizational phenomenon known as the "Queen Bee." The study highlights the origins and evolutionary stages of the phenomenon's definition, ranging from a syndrome of a personality flaw to an adaptive strategy employed by female professionals as a reaction to structural inequality and a discriminatory organizational context. It is emphasized that in the modern world, this phenomenon plays a crucial role in interpreting the interaction mechanisms among women in the professional environment and serves as a reliable indicator of the organizational culture within companies operating in a patriarchally modeled business world.

Keywords: gender discrimination, "Queen Bee" phenomenon, professional environment, female leadership.

Relevance

The relevance of this study stems from the fact that the "Queen Bee" phenomenon remains one of the central research topics on gender inequality within organizations. In the 21st century, despite the increasing number of women in leadership positions, there is a need to reconceptualize this phenomenon through the lens of intersectionality, women's support programs, and organizational culture change.

Purpos of the Publication. The aim of this publication is to conduct a theoretical analysis of the "Queen Bee" phenomenon from the 1970s to the present, tracing the evolution of the concept and its interpretation.

Methodology

Methods. This study presents a theoretical review of available scientific sources dedicated to the "Queen Bee" phenomenon. Content analysis, comparative-historical

analysis, and critical analysis were employed to investigate the evolution of the phenomenon's interpretation from 1974 to 2025.

Results

Rooted in the second wave of feminism, the majority of research on female leadership naturally reflects the ideas of, and is grounded in, the principles of sisterhood and solidarity among women. Consequently, behavior that demonstrates a negative attitude toward female subordinates not only attracts interest but also sparks a certain resonance within the academic community.

First introduced by scholars G.L. Staines, C.A. Tavis, and T.E. Jayaratne in 1974, the term "Queen Bee syndrome" describes a phenomenon where women who achieve high positions in male-dominated structures begin to distance themselves from other women, denying discrimination and exhibiting "masculine" traits (Staines et al., 1974). In a society based on the ideas of female solidarity in the collective struggle against patriarchy, the "Queen Bee" is perceived as a violation and a "betrayal" of the gender role due to the replication of male behavioral patterns (individualism, competition, distancing, etc.). Unable to justify such behavior, the manifestation of this "syndrome" is attributed to the personality traits of the specific individual woman, focusing on personal flaws and thereby reaffirming the feminist ideal of the second wave: a successful female leader serves as an example and support for other women.

In the same year, 1974, *Scripts People Live*, a book by transactional analyst Claude Steiner, was published. As a committed feminist, he invited his colleague Hogie Wyckoff to write a chapter dedicated to women's scripts. Despite the sociocultural paradigm of the time, and while citing the aforementioned article, the chapter's author presents a more positive perspective on the phenomenon (Steiner, 1974). She identifies the "Queen Bee" as a distinct life script, wherein success is interpreted as the result of personal effort rather than the overcoming of systemic barriers. This reflects a defensive belief that any woman can achieve success on her own, without specific support or structural changes, and therefore solidarity is deemed unnecessary.

In the 1980s, the topic of female leadership began to gain momentum, yet the analysis remained superficial. The perspective on the "Queen Bee" phenomenon was predominantly negative, individual-centric, and simplistic. The first indication of the multidimensionality of the phenomenon under study appeared in the works of Rosabeth Moss Kanter (Kanter, 1977), who investigated women in corporations. The concept of tokenism posited that a woman acting as a "token" – a solitary representative of a group – is subjected to immense pressure: she must constantly demonstrate her competence and avoid association with her group (women) to mitigate stereotyping. This systemic pressure partially justified "Queen Bee" behavior as a consequence rather than a cause.

Over time, as the context of feminist waves shifted, psychologists began to question the universality of the "Queen Bee" phenomenon. A study conducted in the early 1990s by



Robin J. Ely on the impact of organizational demography on relationships among female professionals demonstrated that the scarcity of women at the top influences women's social identity and fosters tension and criticism between senior and junior female colleagues. Junior women perceived that successful female partners attained their status by distancing themselves from their gender identity and adopting masculine norms necessary for survival in a male-dominated culture (Ely, 1994).

It was at this point that a debate emerged: is this truly a "syndrome," or rather a consequence of a discriminatory environment? These reflections were underpinned by the works of Nancy J. Chodorow, a renowned representative of psychoanalytic and feminist theory. Although she did not directly investigate the "Queen Bee syndrome," she contributed to explaining this phenomenon through the theory of the social reproduction of gender roles and the influence of patriarchal structures. Specifically, the scholar noted that by constructing femininity within a patriarchal framework, a woman learns to value the "masculine" over the "feminine." In business or academia, this leads female leaders to "copy" the male leadership style and devalue femininity in their colleagues (Chodorow, 1994, 1999).

Extending the psychoanalytic paradigm and emphasizing unconscious processes, it can be added that the "Queen Bee" may act not out of rational hostility toward women, but from an unconscious desire to dissociate from the "weak" and be accepted into the male community.

The next significant step in understanding prejudice against female leadership, including harsh criticism from other women, was the Role Congruity Theory proposed by Eagly and Karau (2002). This theory explains how the incongruity of expectations driven by gender role stereotypes influences the perception of female leaders by their female subordinates. Young women often expect greater support and mentorship from female leaders than from their male counterparts. When these expectations are not met, it results in harsher and more critical evaluations of their leadership compared to that of men, which, in turn, may reinforce a generalized negative attitude toward female leadership as a whole (Eagly, A. H., & Karau, S. J., 2002).

A revision of the concept occurred in the 2010s, driven by the works of Belle Derks and her colleagues. They demonstrated that the "Queen Bee" phenomenon is not a cause but a consequence of a sexist context: when women experience social identity threat in masculine environments, they may distance themselves from "femininity" and even from other women in a desire to associate with the dominant group (men) as a coping strategy. Research findings led by P.R. Arvate also indicate that manifestations of the "syndrome" diminish in less discriminatory organizations. This highlights the role of organizational culture in shaping the phenomenon and raises the question of institutional, rather than solely individual, responsibility (Arvate et al., 2018; Derks et al., 2011, 2016).

The shift in the theoretical paradigm facilitated the interpretation of the "Queen Bee"

phenomenon not as a cause, but as a coping strategy of the female leader and a symptom of a systemic problem. While research in the 2010s explained why the "Queen Bee" behaves this way, studies in the 2020s have shifted their focus to how employees react to it.

A significant study assessing the detrimental impact of the "Queen Bee" phenomenon on the management of female teams was conducted by Baykal et al. (2020). They demonstrated that the tendency to distance oneself from subordinates often creates an adverse work environment, which in turn can lead to high staff turnover rates among subordinates (Baykal et al. 2020). Attempting to understand the essence and underlying structure of the "Queen Bee" syndrome from the perspective of women who have experienced it, Elham Ebrahimi conducted an in-depth qualitative analysis of the phenomenon in 2021. This study confirmed that such behavior creates a hostile and unfavorable work environment for female subordinates, instilling in them a sense of hopelessness and powerlessness (Ebrahimi, 2021).

A shift in the general research direction was facilitated by the development and validation of the scale for the perception of Queen Bee Syndrome (SPQBS) by Yuan-Yuan Chan and Jin Feng Uen in 2024. The scale systematizes the primary manifestations of the phenomenon, offering an assessment across key dimensions such as alienated relationship, constrained communication, constrained reliance, ineffective mentoring, and constrained development. This work is of significant value as it aids in better understanding the specific behavioral patterns that shape the negative experience of subordinates, allowing for an investigation of the phenomenon not from the leader's perspective, but through the lens of how this syndrome is perceived by female subordinates (Chan & Uen, 2024).

Research into the perspective of female subordinates and their unconscious reaction to the masculine behavior of the "Queen Bee" has led to the introduction of a new term: the "Worker Bee syndrome." Female subordinates unconsciously construct a collective defense mechanism, exhibiting biases against their female manager that are essentially similar to the prejudices typically attributed to the "Queen Bee" herself. A crucial role in this interaction is played by the reinforcement of female group identity, which serves as compensation for the negative experience of interacting with a female leader who demonstrates inconsistent femininity. Thus, the understanding of the phenomenon expands to suggest that its consequence may be a two-sided "battle" in the hive, in which subordinates also participate by forming biases against their female leaders (Baykal & Surucu, 2025).

Systematic reviews of contemporary publications indicate that due to biased attitudes, inequality in career opportunities, a lack of institutional support, and high competition among women in leadership positions, the phenomenon still exists but manifests less overtly thanks to implemented changes in corporate culture. The emphasis is increasingly shifting toward studying the impact of the phenomenon on subordinates, as women who encounter "Queen Bee" behavior from their managers not only demonstrate lower job



commitment and an intention to quit but are also less likely to aspire to leadership positions in the future. The primary consequences of its manifestation remain emotional burnout and the impediment of other women's career development.

Under favorable conditions, female leaders more often become mentors rather than "Queen Bees," which underscores the importance of contextual factors. The "Queen Bee" phenomenon disappears when women reach a critical mass in leadership (approximately 30–40%); this reduces the pressure of "exceptionalism" and allows for women's authentic expression, including identification with their gender group and support for other women.

Furthermore, media and popular articles usually ignore the systemic and psychological context of the phenomenon and often exaggerate it, focusing on individual conflict and creating the image of "a woman hindering other women" (Da Rocha et al., 2024; Faniko et al., 2021). The creation of a myth regarding hostility and the constant portrayal of the "Queen Bee" as an exclusively female phenomenon fuels the idea that women are their own worst enemies in the workplace and shifts responsibility away from gender and organizational aspects.

Discussion

A review of the scientific literature indicates that the interpretation of the "Queen Bee" phenomenon has evolved from individual to structural explanations, reflecting shifts in research paradigms within feminist theory. A comparison of different feminist waves reveals that the behavior of a female leader is currently viewed as a product of the interaction between individual and organizational factors, rather than as a "betrayal" of the gender role.

It is crucial to note that the majority of classic studies were conducted in North America (Staines, Tavis & Jayaratne, 1974; Ellemers et al., 2004; Arvate et al., 2018; etc.) and Western Europe (Derks, Van Laar & Ellemers, 2011, 2016; Faniko et al., 2021; etc.), which limits the universality of the findings. The scarcity of comparative data from the post-Soviet region, as well as a lack of research, creates gaps in understanding the phenomenon in a global context.

For instance, the question remains: how do historical, economic, and cultural factors in the post-Soviet space, where ideas of emancipation and the woman's role in the workplace developed differently than in the West, influence the manifestations and perception of the phenomenon? Furthermore, is the manifestation of the phenomenon as an individualistic survival strategy more pronounced in collectivist cultures, where distancing oneself from the group constitutes a more severe social transgression than in individualistic cultures, where competition is the norm? How do this phenomenon and racial bias intersect? Is the manifestation of the phenomenon among transgender women in leadership positions a survival strategy or a defense against transphobia?

Additionally, the media often exaggerate the displays of the "syndrome," perpetuating the negative stereotype of the "successful woman who hinders other women," invoking the famous phrase by former US Secretary of State Madeleine Albright: "There is a special place in hell for women who don't help other women" (Albright, M., 2006 October 6), thereby overemphasizing the importance of female solidarity. However, as contemporary research indicates, actual occurrences of the "Queen Bee syndrome" are largely determined by organizational and social contexts, rather than solely by the individual traits of women. All these limitations underscore the necessity for cross-cultural and interdisciplinary research, as well as a deeper analysis of organizational conditions that can both exacerbate and mitigate the phenomenon's manifestations.

Conclusions

Thus, over half a century, the "Queen Bee syndrome" has evolved from a "personality flaw" of a woman to the status of a reaction to sexism, gender discrimination, and structural inequality faced by working professionals. While in the 1970s it was viewed as an "individual female character problem," in the 2020s, it is considered primarily an indicator of the state of organizational culture. Today, most researchers agree that the "Queen Bee syndrome" is a contextually driven adaptive survival strategy of the female professional, emerging as a reaction to a discriminatory context and unrelated to individual "female flaws." Contemporary research confirms that the phenomenon represents a two-sided dynamic rather than unidirectional aggression. "Queen Bee" behavior triggers unconscious biases and hostility among female subordinates, which, in turn, reinforces negative attitudes toward female leadership in general. The most destructive consequence of the phenomenon is its impact on the career aspirations of young women. Even when the manifestation of the phenomenon is perceived as a successful strategy, it leads to reduced leadership motivation and an intention to quit among female subordinates. The new context shifts the research focus: instead of seeking means to "cure the syndrome," scholars and practitioners must focus on exploring opportunities to change organizational culture. Another crucial step is paying attention to the training of female subordinates so they can recognize systemic factors behind "Queen Bee" behavior and reorient their expectations from "sisterly support" to "professional fairness," thereby reducing the effect of the "Worker Bee syndrome." It is proposed that this should be achieved through transparent criteria for employee career advancement, increasing the critical mass of women in leadership, introducing mentorship programs, and other related measures.

Conflicts of Interest. Both authors, including the scientific supervisor and the PhD candidate, declare no conflict of interest that could influence the research results or their interpretation.

Disclaimer: The authors declare that his thoughts and views expressed in this manuscript are not subject to the influence of any organizations.



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ABOUT THIS ARTICLE

Cite this article

Galtseva Tetyana, Tieliehina Oleksandra. THE CONTROVERSIAL NATURE OF THE "QUEEN BEE" PHENOMENON: FROM SYNDROME TO SURVIVAL STRATEGY OF THE MODERN FEMALE LEADER. 2025 Journal "Socialization and Human Development" Volume 7. No. 1. DOI: 10.37096/SHDISJ-25-1.1-0006

Submitted September 10, 2025 / Revised November 01, 2025 / Approved November 16, 2025 Published: November 30, 2025 DOI: 10.37096/SHDISJ-25-1.1-0006

Editor-in-Chief – Svitlana PASHCHENKO

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Case Study and Notes

EXPERIENCE OF PSYCHOPRACTICAL SUPPORT OF PROFESSIONAL RESOCIALIZATION AND POST-TRAUMATIC DEVELOPMENT OF VETERANS AND THEIR FAMILY MEMBERS

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DOI: 10.37096/SHDISJ-25-1.1-0007

Abstract

Relevance. The purpose of the article is to identify the features and basic principles of creating evidence-based psychological practice of work with veterans of the Russian-Ukrainian war and their family members within the framework of the “Veteran's Hut” (VH) project, focused on their successful readaptation to civilian life, professional resocialization and support for the post-traumatic development of such individuals.

Methodology. The methodology of working with veterans is based on the post-non-classical paradigm of acmeological personality development, which is focused on the post-traumatic development of such individuals in group work on the basis of subject-subject relationships between the psychologist and clients and the creation of psychopractical conditions for the rethinking by veterans and their family environment of the traumatic experience of demobilized soldiers and the emergence of new life meanings associated with their professional resocialization and personal growth.

Results. In the implementation of the author's project Veteran's Hut in work with veterans and their family members, a comprehensive approach was implemented that provides a combination of educational (master's degree in psychology) and psychopractical components of their professional resocialization. The key content of psychopractical support is practices oriented towards post-traumatic growth of project participants, namely: strengthening the Ego-potential of veterans, organizing their ecological rethinking of the traumatic experience of war events through group work and the emergence of new meanings of life associated with acquiring a new profession of psychologist, which creates conditions for positive personal transformations of all program participants. The experience of implementing the author's project Veteran's House on the basis of the Faculty of Psychology and the Center for Veteran Development of Taras Shevchenko National University of Kyiv, focused on the psychological preparation of demobilized war participants and their family members for future work with fellow soldiers, testifies to the promising orientation towards the post-non-classical methodology of practical work, in particular, the use of the principles of acmeological personality development, and also requires special attention to the resilience potential of psychologists who carry out such work.

Keywords: veterans and their family members; professional resocialization, post-traumatic growth; psychopractical support; evidence-based psychological practice; acmeological development of the personality.

Relevance

As a result of the Russian-Ukrainian war, new population groups appeared in Ukrainian society. On the one hand - "combatants" and war veterans (those who have combat and traumatic experience of actively experiencing a war event); displaced persons and "empathetic", volunteers and caring patriots of the country (those who are actively experiencing the events of the war and also have primary or secondary (mainly vicarious) traumatic experience). On the other hand, there are "peace experts" (those who are in relatively safe living conditions, have no experience of working as a military psychologist and distance themselves from the traumatic experience, enduring the war "on the heels" of their own lives). Therefore, the experience of psychological practice, "peace experts" designed for the problems of ordinary people, is not always perceived as relevant by traumatized clients with military experience.

That is why, in the modern conditions of war and post-war peace, there is an urgent need for specialized psychological work with veterans and their family members, taking into account the peculiarities of their existential experience, which is due to the presence of traumatization and post-crisis experiences in the course of understanding such experience. Working with such mental material (let's call it "veteran psychological practice") requires a person to systematically transform his personality and find new meanings in life, which becomes the key content of a psychologist's psychological practice in the work of supporting the post-traumatic growth of such clients.

The purpose of the publication is to summarize the experience of developing and approving the practice of post-traumatic development of war veterans and their family members, taking into account their psychological characteristics and identifying the main principles of organizing such practice.

Theoretical background

As is known, "evidence-based practice in psychology" - Evidence-based practice in psychology (EBPP) - should ensure the effectiveness of psychological interventions by integrating: 1) the best available research, 2) relying on one's own and collegial clinical experience gained during practice and 3) taking into account the individual characteristics of clients, including their socio-cultural characteristics, values and preferences (APA, 2006). It is also emphasized the importance of taking into account ethical guidelines and the formation of a specialist's clinical (professional-author) thinking. At the same time, excessive "scholarship" and underestimation of the value of practical experience is pointed out (Velykodna, 2025).



In psychosomatics (Adamova, 2025), the following methodological principles of practical help are considered: 1) evidence, which involves the use of only those methods whose effectiveness is confirmed by research, meta-analyses, and systematic reviews; 2) reproducibility of research results by different researchers, which ensures their scientific reliability; 3) objectivity, which involves the use of methods that must be based on objective data. Attention is also drawn to non-classical methodological principles: 4) additionality - supplementation with different approaches to the study of the same phenomenon; 5) indeterminism - avoiding rigid determinism in predicting mental processes; 6) coherence - consistency of different levels of analysis of mental phenomena. It is emphasized that non-classicism recognizes the importance of the subjective and individual experience of both the psychologist and the patient and questions the absolute objectivity of scientific knowledge. Evidence-Based Practice in psychotherapy (Evidence-Based Practice - EBP) is an approach that uses scientifically proven methods for the prevention, diagnosis and treatment of mental disorders. Adaptation of such practices is a mandatory process that ensures their effectiveness (Aleksina, 2025).

In terms of finding a productive experience of psychotherapeutic assistance to soldiers, veterans and victims of war disasters, the logotherapeutic approach, in particular, the logotherapeutic model (Hnatiuk, Purjo, 2025) and the direction of the logotherapeutic practice built on its basis to the search for meaning and post-traumatic growth of clients, which combines: focus on the past (emotional, cognitive, bodily processing of traumatic experience) – focus on the present (reevaluation of experience, awareness of one's own changes, acceptance of reality through strength of spirit, awareness of one's own values) - focus on the future (reconstruction of the vision of the future, search for the meaning of life, planning of goal setting in relation to one's own values, actualization of responsibility). This practice contributes to the development of the spiritual dimension and positive changes in the personality, the transformation of the traumatic experience of living through the events of the war into resistance for positive changes in the being of an individual's, and the acquisition by clients of a new meaning of existence.

The results of a study on the use of an evidence-based approach to psychological practice (EBPP) among specialists in Ukraine are also indicative. A group of scientists led by Academician Lyudmila Karamushka summarizes the results of a survey conducted in 2025 aimed at identifying potential predictors of the use of EBPP among Ukrainian psychologists, which covered cognitive and behavioral variables of specialists when working with clients (Deputatov V., Velikodna M., Lazos G., Karamushka L., Klymenko I., Pisarenko T. 2025). The main predictors of the intensity of implementation of EBPP elements were the experience of personal therapy and receiving supervision by a specialist. A weak correlation was also found between the cognitive and behavioral variables of the surveyed practicing psychologists. This emphasizes the need for an optimal combination in educational programs of training psychologists of formation together with knowledge of practical skills

and creating conditions for further work on the development of a psychologist's personality.

The peculiarities of the work of psychologists on the creation and implementation of psychological practices for working with veterans of the Russian-Ukrainian war and their family members are due to the presence of significant post-crisis traumatic experience of veterans and orientation to the post-traumatic development of their personalities. An important basis for the development of such psychological practice for veterans is reliance on the public sector, active cooperation with the Ministry of Veterans Affairs and Employment Centers as active agents of social policy of Ukraine. In this context, it is also important to develop and make aware a wide range of citizens of the specifics of the attitude of the state and the population of the warring country towards the military and veterans, which are revealed in the following theses:

- the attitude of the civilian population and its individual subjects towards fellow citizens and veterans at war is a "litmus test" of the public morality of Ukrainians in war and post-war times;

- the focus on the post-traumatic growth of veterans and their family members actually creates conditions for the search and psychoeducation of such individuals who strive for self-development and positive changes in their own lives, psychological help for those who find themselves in similar difficult life circumstances, and the transformation of society as a whole. Thus, practical psychological work with veterans and their family members involves the formation of psychological readiness of demobilized participants and their family members for future work with fellow soldiers and their families. The theoretical-methodological principles underlying veteran psychological practice are based on the psychological meaning mechanism of acmeological personality development (Tkachenko O., 2021) and are formulated as follows:

- the axiological principle (establishment of the "upper bar") - involves the formation of a target value-semantic attitude towards higher values;

- acmeological principle (aspiration to change taking into account the "lower bar") - involves the aspiration to achieve a value-meaning attitude based on higher values by creating new life meanings and personality development;

- subject - deed principle (Tatenko V., 2009) - integrates the methodological settings of axiological and acmeological principles in the application to their objectification in real life, which is understood as the active acts of all participants of psychological practice according to the model of the act of consciousness transformation by V. Romanets (Romanets V., 2006). In professional reality, this manifests itself as a dynamic system of activities focused on the self-transformation of participants in the implementation of the program of approbation of the practice of psychological assistance, the result of which is the innovative personal experience of both specialists and clients;

- the principle of the realization of a person's life (acmesocialization) - indicates the peculiarities of the organization of his life path, when the act becomes a permanent



practice of transforming the personality and filling it with meaningful new formations both at the individual-personal and socio-cultural levels. Methodological guidelines for the development and implementation of psychological practice are determined by the need for veterans to understand the traumatic experience, which must be based on higher human values and requires subject-subject relations between clients and psychologists as a dialogical basis for the acmeological development of the personality (Tkachenko O., 2021). This methodical approach provides the following guidelines:

1) the dominance in the practical work of the methodology based on the teleological (causal-purpose) principle of research and the subject-subject relationship of the client and the psychologist according to the principle of "Peer-to-Peer" (or "Own -to-Own" in veteran psychological practice).

2) at the same time, it is important that the personality of the psychologist-practitioner should be at least "equal" in terms of his vitality (psychological stability) with the personality of the client (in our case, it is a demobilized military psychologist with combat experience);

3) orientation to higher values and post-traumatic development of group work participants, which involves the active use of philosophical-psychological and logotherapeutic tools in practical work;

4) an organic combination of rehabilitative and therapeutic (focused on processing traumatic experiences of war events) and developmental (focused on post-traumatic growth and personality development) directions; it is important that the "immersion" in each of these directions is clearly balanced, according to the needs of the client.

Methodology

The methodology of the work is based on the post-non-classical paradigm of scientific and psychological research, the central element of which is the principle of systemic evolutionism and the principles of acmeological development of the individual, substantiated in the author's doctoral dissertation, which are presented above (Tkachenko O. A., 2021). The practical implementation of this methodology was carried out within the framework of the development and implementation of the "Veteran's Hut" (VH) project, the main base of which is the Center for Veteran Development of Taras Shevchenko Kyiv National University. The course is implemented in the course of four stages.

1) Preparation for admission to higher education institutions according to the psychological training program, which involves the selection of candidates from among veterans and members of families of military personnel with direct traumatic experience (two "waves" per year), passing the rehabilitation and development program of the 1st wave and the KNU Certificate program for preparation for the Unified Professional Entrance Test (UPET) in pedagogy and psychology (developers: Professor O. Vlasova, associate professor O. Tkachenko, associate professor M. Zhilenko).

2) The first year of study of the participants of the 1st wave in the master's degree under the educational and professional program "Psychology of Childhood and Family" (guarantor of the program, professor of the Department of Developmental Psychology of the Taras Shevchenko KNU, Olena Vlasova) and psychological practice with the participants of the 2nd wave of VH according to the principle of Peer-to-peer.

3) The second year of Master's studies of the participants of the 1st wave and their psychological practice with the participants of the VH of the following sets ("waves") as "trainee" consultants. Subsidization and defense of the master's thesis in psychology and obtaining the professional qualification Practicing psychologist (social sphere). Admission to the master's program for the 1st year of study of participants of the 2nd and 3rd waves who have successfully passed the UPET.

4) Psychological residency - post-master's degree support for entry into the profession at the workplace of veterans and their family members of the 1st wave, obtaining the state professional certificate of "veteran practical psychologist" (working title). In the future, the system of psychopractical support enters the next cycle with the prospect of self-organization and development of project graduates.

Sample. 160 demobilized military personnel and their family members were involved in the program, from which 72 participants were selected for further recreational and psycho-educational work based on the results of the interview (25 of them combatant - 25 people). From their number, 44 persons were recommended for study at institution of higher education (IHE). In 2024-2025, 27 people, including 11 combatants, are studying at KNU master's program under the "Childhood and Family Psychology" program.

Methods. During the organization and implementation of psychopractical training support for veterans, the following basic psychodiagnostic package of boundary control methods is used at each stage: Tadeshi and Calhoun's post-traumatic growth questionnaire (PTG) adapted by M. Sh. Magomed-Eminov; questionnaire of PTSD symptoms PCL-5 in adaptation of V. Bezsheyk; the projective method of unfinished sentences by J. Nutten in the adaptation of M. Sh. Magomed-Eminov (modified version); projective technique "Tree" by K. Koch; procedure of semantic and sense analysis (PSSA) (Tkachenko, 2019). Also, as a method of self-reflection in the work, the narrative research method is widely used (each participant in the course of participating in the project reflects a "personal life story" in a special notebook). The work is mainly group-based, therefore the emphasis is on active social-psychological methods and strict observance of the subject-subject relations of the psychologist and clients in practical work.

Results

Professional training of psychologists focused on veteran practice is implemented on the basis of higher psychological education. The educational-contextual model of learning provides such a form of organization of the educational project, according to which



students not only master the psychological knowledge and skills provided for by the content of the educational-professional program of the master's degree in psychology. They also receive psychopractical support (PPS) in extracurricular time, which is also used to process their traumatic experiences. The real traumatic experience of every participant is actively used in the program, as well as educational modeling of situations of existential content. All this creates the necessary conditions for "working out" the difficult experiences of the participants, the practical mastering of coping skills and empathic listening, the use of psychological knowledge provided by the master's degree program, and the acquisition of practical skills and professional competencies of psychological assistance.

A total of 160 people registered for the program during the 3 waves. The empirical research group consisted of 77 participants in the beginning and 44 participants in the end, 27 of them are continuing their studies at the KNU to gain master's degree. Control diagnostic sections were conducted at the beginning and at the end of each wave, which made it possible to reveal a certain meaningful dynamic of the program participants.

According to the results of the study of the 1st wave of the program at the stage of preparation for admission to study, projective methods turned out to be the most effective. According to the results of the semantic-meaning analysis procedure, the meaning-life dynamics of the study participants changed from "dreams of victory to a desire to make their future so that there would be peace". Most of those who managed to enter the master's program (74%) also demonstrated a significant increase in motivation to study.

During the implementation of psychopractical support, a group of the most proactive students, numbering 7 people, stood out from among the participants of the 1st wave (this is 47% of those who enrolled in master's studies). All of them expressed a desire to work with the participants of the next waves, first as members of group work on the principle of "equal to equal" or "like to like", then as trainee consultants. Each of these participants was distinguished by the peculiarities of the course of traumatic experiences (according to PTSD data), their own path of post-traumatic development (according to PTG data), personal and professional individuality (according to the results of the projective method "Tree", where the individual features of their creativity in professional activity were manifested).

The results of the semantic-sense analysis procedure for this group of participants demonstrate that during the entire stay in the project, the content of the general concentrated meaning has not fundamentally changed and is defined as - "... war for me is hope for a good future". Specific concentrated meanings have changed: from - "... as soon as I master a new profession, it will be possible to get closer to a lot of things to do", - at the beginning to - "... let's learn to help our brothers better, since peaceful people are never like this ..." - at the end of the 3rd wave. At the same time, the coefficient of coincidence (C) when comparing these semantic arrays was 0.4, in the absence of a statistically significant correlation between the parameters (($r_{\text{емп.}} = -0.07$ при $r_{0.01} = 0.76$,

$r_{0.05} = 0.63$). Therefore, the final variant of a specific concentrated meaning should be considered as a meaningful new formation, which we consider an indicator of a productive personal and professional transformation of the consciousness of such persons.

Conclusions

The presented project of psychological practice "Veteran's Hut" (VH), which is being tested at the Taras Shevchenko KNU, is focused on the post-traumatic personal and professional development of demobilized soldiers and their family members and provides psychopractical support for their rehabilitation to overcome the consequences of the traumatic experience and the professional resocialization of such persons in the direction of training to provide qualified psychological assistance to other veterans and their family members. Today, the Center for Veteran Development of the Taras Shevchenko Kyiv National University continues the work of the 4th wave of VH, which recruits, conducts professional selection and pre-training and supports the master's studies of veteran students. The Faculty of Psychology conducts pilot training for veterans in the first and second year of the master's degree in the family psychologist training program, and by the end of 2025, the first graduation of such specialists with the assignment of the professional qualification Practical psychologist (social sphere) is expected.

The experience of creating and implementing psychological practice for veterans showed that, in addition to taking into account the traditional principles of building the practice of psychological support, it is extremely important to focus on the post-classical methodology in the organization of work with veterans and their family members, in particular, relying on the use of the principles of acmeological development of the personality and the formation of the personal and professional readiness of the program participants to work with a similar contingent of clients, in the formation of which they become extremely important as a professional awareness, as well as the experience of experiencing tangential events of military life, as well as the resilience of a psychologist's personality. Within the framework of this work, special attention should be paid to the individuality of the future specialist as a person and professional, which requires an individualized approach in working with veterans of the project in order to provide them with high-quality training for psychological assistance to their peers and family members.

Conflict of interests. The author declares no conflict of interest.

Disclaimer: The author declares that his thoughts and views expressed in this manuscript are not subject to the influence of any organizations.

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ABOUT THIS ARTICLE

Cite this article

Tkachenko Oleksandr. EXPERIENCE OF PSYCHOPRACTICAL SUPPORT OF POST-TRAUMATIC DEVELOPMENT OF VETERANS AND MEMBERS OF THEIR FAMILIES. 2025 Journal "Socialization and Human Development" Vol. 7. No. 1. DOI: 10.37096/SHDISJ-25-1.1-0007

Submitted September 10, 2025 / Revised November 01, 2025 / Approved November 16, 2025 Published: November 30, 2025.

DOI: 10.37096/SHDISJ-25-1.1-0007

Editor-in-Charge – Svitlana PASHCHENKO

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RESEARCH ON THE EFFECTIVENESS OF SOCIAL-PEDAGOGICAL SUPPORT FOR FAMILIES OF FALLEN SERVICEMEN

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DOI: 10.37096/SHDISJ-25-1.1-0008

Abstract

Relevance. The relevance of the research topic determines the directions of social and pedagogical work and is specified in the following tasks: analysis of the regulatory framework of Ukraine; identifying the needs of the selected client group and determination on the effectiveness of procedure for organising social and pedagogical support for families of fallen servicemen for the implementation of the state policy in the field of social protection of the population of Ukraine.

Methodology. Sample. The study involved 125 representatives of families of fallen servicemen (spouses, children, parents, relatives).

Methodes. Analysis of the legal framework and regulatory documents of the empirical study; authors' structured interview with elements of conversation to collect data on the needs of family members of fallen soldiers for socio-pedagogical support on the path of resocialization in such a status

Results. Socio-pedagogical support is a professional activity aimed at a group or microgroup of people who need help or are in difficult life circumstances. The study of the effectiveness of socio-pedagogical support for the families of deceased servicemen of the Armed Forces of Ukraine was conducted at the theoretical, methodological and empirical levels by analyzing the regulatory and legal framework for social protection of families of deceased war veterans, creating a questionnaire based on it to determine their life needs and collecting information about the features of the necessary socio-pedagogical assistance for this contingent of clients.

Conclusions. According to the results of the empirical study, a third of the families of deceased servicemen do not seek help, although they know about its availability.

Keywords: social and pedagogical support, social and legal protection, families of the fallen defenders of Ukraine, specialists in the social sphere.

Relevance

The war continues in Ukraine, and there is no logical end to the hostilities in the near future, according to military experts. In addition to those who have been injured, gone missing without a trace, taken captive, there are also fallen servicemen of the Armed Forces of Ukraine (hereinafter - AFU), whose number does not decrease among volunteers and mobilized individuals, but rather increases by dozens

and hundreds daily. Therefore, the tasks of social-pedagogical support for the families of fallen defenders are expanding.

Theoretical background

The State Statistics Service of Ukraine and the General Staff of the AFU provide information on daily combat losses ranging from 100 to 200 servicemen (Memo to participants of the Russian-Ukrainian war (2022)). Hence the conclusions about the number of families who have lost their husbands, fathers, sons, brothers, and sisters among the servicemen of the Armed Forces of Ukraine, and others. The number of families receiving the status of a family member of a fallen Defender of Ukraine, as defined by the Law of Ukraine "On the status of war veterans, guarantees of their social protection" of 22.10.1993, No. 3551-XII, Art.10, para.1 Resolution of the Cabinet of Ministers of Ukraine dated 23.09.2015, No. 740 "On the procedure for granting the status of a family member of a fallen Defender or Defender of Ukraine", namely: dependents of the fallen or missing persons; parents; unmarried spouse/partner; children who do not have and have not had their own families; children who have their own families but have become disabled before reaching the age of majority; children, both of whose parents have died or gone missing (Verkhovna Rada of Ukraine (1993); Verkhovna Rada of Ukraine (2015)).

The social-pedagogical, psychological, and legal support of the families of fallen servicemen of the Armed Forces of Ukraine is provided by the specialists of Territorial recruitment and social support centers (hereinafter - TRSSC), in the person of a sociologist or psychologist, for the families of fallen soldiers who are in difficult life circumstances; they submit requests to local self-government bodies for the families of deceased soldiers to receive material support, including payments for social programs, or adoption of separate decisions by village, town, city, district, regional councils, territorial communities; protect the interests of persons from the families of fallen servicemen of the Armed Forces of Ukraine at the request or commission for the implementation of the privileges and social guarantees established by the legislation in state bodies, local self-government bodies, medical institutions, organizations and institutions of various forms of ownership; organize leisure activities for the children of fallen soldiers in health and recreation facilities, provide assistance in obtaining travel documents; select, in case of receipt of proposals, distribute applications, representatives of families of fallen soldiers for recreation and socio-psychological rehabilitation; promote the realization of educational, cultural, and religious needs of the families of fallen servicemen; they analyze and systematize informational and reference materials on the implementation of benefits and social guarantees provided by the legislation of Ukraine, including social advertising, contact information in social protection agencies and social services, employment centers, free secondary legal aid, public and charitable organizations



operating in the field of social and legal protection of families of deceased soldiers. They maintain records of family members of deceased servicemen who require enhanced social assistance and support. They study and analyze the results of the activities of public organizations, ensure interaction with such organizations on social and legal protection issues for family members of the fallenm. They organize events (round tables, briefings, seminars, training) to create favorable conditions for the social adaptation of families in solving current social problems of the community and society. They foster family and national-patriotic values within the community. They conduct surveys, questionnaires, and interviews among the families of fallen soldiers to assess their satisfaction with the quality of services provided; they assist representatives of the families of fallen servicemen in processing documents for the appointment of benefits and one-time financial assistance, the discharge from military service of family members of fallen servicemen. They accept documents from the representative of the family of the fallen soldier for the appointment of pensions by the Pension Fund of Ukraine in accordance with the Law, and send them to district RSSC . They explain the legislation on social security and benefits established for the family members of the fallen serviceman. Together with the social welfare authorities and the Pension Fund of Ukraine, they analyze the state of affairs regarding the provision of benefits and the implementation of measures for the social security of families of fallen soldiers, and inform local executive authorities on social issues, and make proposals for improving the social services for the families of fallen servicemen (Organisation of psychosocial assistance to war veterans and their families (2021); Memo to participants of the Russian-Ukrainian war (2022).

The social-pedagogical support of families, children, and youth is regulated by the Law of Ukraine "On Social Work with Families, Children, and Youth" dated 21.08.2001, No. 2558-III, which states that "Social work with families, children, and youth as a professional activity is aimed at preventing, minimizing negative consequences, and overcoming complex life circumstances in families, as well as promoting the realization of life potential in children and youth" (Verkhovna Rada of Ukraine (2001).

According to the Order "On Approval of the Regulations on the Psychological Service in the Education System of Ukraine" dated 22.05.2018, No. 509, a social pedagogue, psychologist of an institution or establishment of various forms of ownership, participates in providing assistance to children and families in difficult life circumstances or in need of enhanced pedagogical attention, or those with special educational needs, including victims of violence and military conflicts. They support the interaction between educational institutions, families, and society, as well as their adaptation to the social environment, provide advisory assistance to parents (legal representatives), organize the protection of the rights of education seekers

from any forms of violence, represent their interests in law enforcement and judicial authorities, and promote responsible behavior, a healthy lifestyle, and the preservation of reproductive health among education seekers. They also prevent and counteract conflicts arising during the educational process and prevent and combat domestic violence (Verkhovna Rada of Ukraine (2018).

Therefore, we can assert that a social pedagogue, psychologist at the normative and legal level has great potential in providing families and children of military personnel who have suffered due to armed conflict on the territory of Ukraine, with social, pedagogical, psychological, or legal services.

The technologies of social-pedagogical work with the families of military personnel were studied by O. Boyko, L. Hrebin, and N. Levchenko, who noted that during the social support of the families of Ukrainian Armed Forces servicemen, a specialist in the social sphere works in three main directions, acting as:

1. *Advisor* (providing information to the family about the importance and opportunities of mutual interaction and support; giving pedagogical advice on raising children; promoting the formation of a positive social and psychological climate in the family).

2. *Consultant* (providing assistance with legal issues, organizing social interaction, and establishing a positively directed life in the family; informing about methods of raising children who are affected by the death of a parent; informing families in difficult life circumstances about informational, legal, medical, social, and psychological assistance, professional training, provision of recreational services).

3. *Social Advocate* (protecting the rights of the family in case of violation of the legal conditions of personal livelihood) (Boyko, O., Hrebin, L., Levchenko, N. (2018).

At the legislative level, the Resolution of the Cabinet of Ministers of Ukraine "On the approval of the procedure for conducting a comprehensive review of the social protection system for war veterans and their family members, family members of fallen war veterans, family members of fallen Defenders of Ukraine" dated June 10, 2022, No 663, defines the mechanism for conducting a comprehensive review of the social protection system by the Ministry of Veterans Affairs in cooperation with the Ministry of Social Policy once every three years. The purpose is to assess the state and readiness of financial, material-technical support, as well as the available capacities for effectively responding to current and projected issues of social protection for war veterans and their family members, family members of fallen war veterans, and family members of fallen Defenders of Ukraine in accordance with the Law of Ukraine "On social and legal protection of servicemen and their family members" dated December 20, 1991, No. 2011-XII (Verkhovna Rada of Ukraine (1991); Verkhovna Rada of Ukraine (2022).

The analysis of current scientific research and the regulatory framework of Ukraine provides partial information on the content of social-pedagogical support for



the families of fallen Defenders of Ukraine regarding medical, psychological, and informational-legal assistance; the implementation of measures to restore the psycho-emotional state of families; social adaptation and return to active public life in the civilian environment (Mikheeva, O. (2018); Baidyk, V. (2021).

Methodology

During the study of theoretical sources on the provision of competent social and pedagogical support to the families of fallen servicemen of the Armed Forces of Ukraine by social sector specialists, we organized and conducted an empirical study at the first department of the Nizhyn Territorial Recruitment and Social Support Center in Nizhyn, Chernihiv region.

Sample. 125 representatives from the families of fallen servicemen (spouses, children, parents, relatives) participated in the study.

Methods. The empirical research involved diagnostic methods (interviews with elements of conversation) and primary methods (frequency analysis, mean value analysis) to analyze the research results.

The interviews with elements of conversation aimed to determine the level of knowledge and receipt of social and legal information by the families of fallen servicemen, the frequency of appeals to social protection institutions, and separately to social sector specialists. The interviews included 10 questions, allowing the respondents to provide answers that helped determine: Do the families of deceased servicemen possess social and legal information? How often do they appeal to social protection institutions? Do the families of deceased servicemen receive benefits for utilities, financial aid, and quality medical consultations? What benefits do their children receive when attending educational institutions? Do they receive additional free education? Is there social rehabilitation for the children of fallen servicemen in health camps, and under what conditions? What social and pedagogical measures were carried out by community specialists in working with the families and children? Were the families provided with psychological, social-pedagogical assistance if needed? What social advocacy services were offered to the families of fallen servicemen? Are the families of fallen servicemen prepared for the social-pedagogical support of their families?

Results

In response to the question "Do the families of deceased servicemen possess social and legal information?" we can analyze that 67 spouses, 42 children, and 16 parents of fallen servicemen possess social and legal information, including an understanding of the legal framework by 35 of the aforementioned individuals.

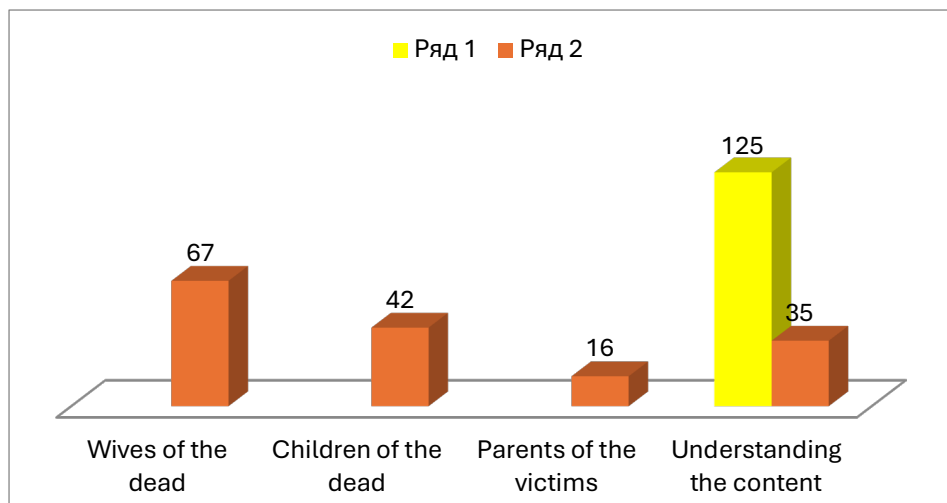


Fig. 1. Results of families of fallen servicemen possessing social and legal information

Therefore, we can conclude that out of the 125 research participants, only 35 individuals thoroughly understand the legal framework and can provide consultations to other families.

In response to the question "How often do you appeal to social protection institutions?", according to the results depicted in Figure 2, 64% of respondents answered that they often appeal, while 36% do not always turn to social protection institutions.

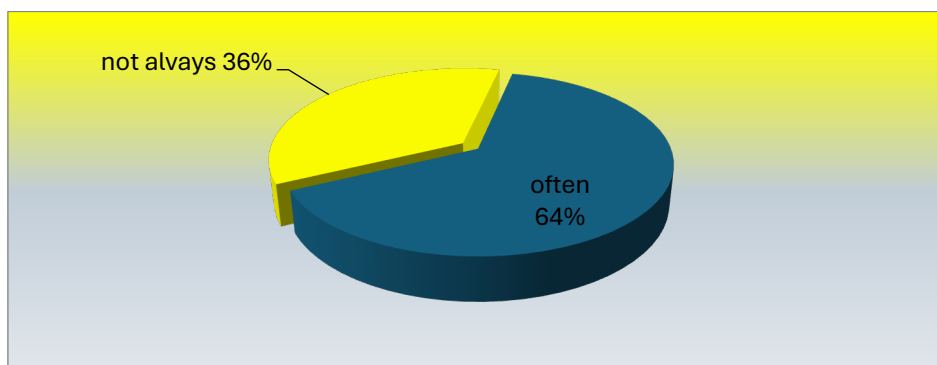


Fig.2. Results of families of fallen servicemen's visits to social protection institutions.



According to the analysis of the number of visits by families of fallen servicemen to social protection institutions, over half of the respondents stated that they frequently seek various types of social services and maintain close contact with the specialists of social protection institutions. However, one-third of the respondents do not frequently visit social service institutions for various reasons (lack of trust, disappointment due to the incompetence of professionals, health conditions, etc.).

To analyze the responses to the question of whether the families of fallen servicemen receive benefits for utilities, financial aid, and quality medical consultations, and whether the social rehabilitation of the children of fallen servicemen takes place in health camps and under what conditions, as well as whether the children receive additional free education, according to the results depicted in Figure 3, it can be noted that 25% of families of fallen servicemen receive benefits for utilities and financial aid, 5% receive quality medical consultations, 20% of the children of fallen servicemen undergo social rehabilitation in health camps, and 25% of children receive additional free education.

Therefore, based on the results of families of fallen servicemen receiving various types of social, pedagogical, and medical services, we can conclude that an equal proportion of families receive benefits for utilities and financial aid from the government, community, and donors. The children of fallen servicemen receive additional free education (clubs, individual lessons with educators, tickets to museums, movies, theaters, exhibitions). A smaller percentage of children undergo social rehabilitation in the country's summer and winter health camps. Unfortunately, a relatively small number of medical facilities offer and provide free services to the families of fallen servicemen

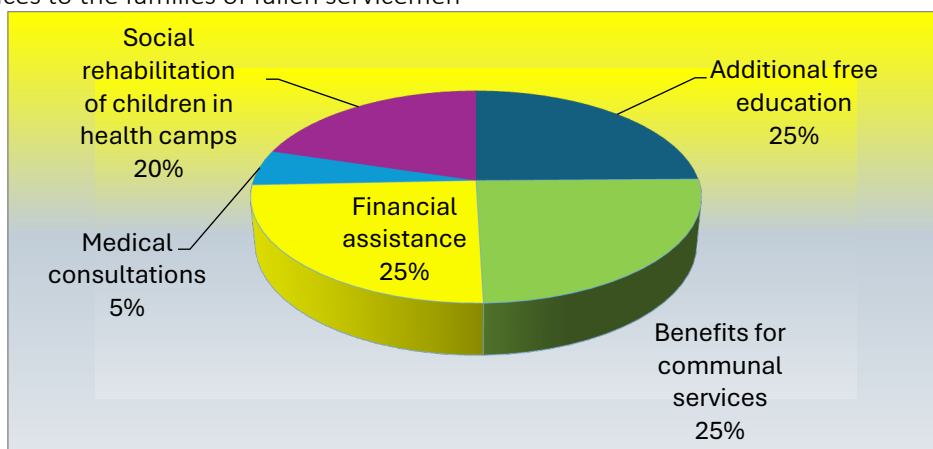


Fig.3. Results of families of fallen servicemen receiving benefits for utilities, financial aid, quality medical consultations, social rehabilitation of children of fallen servicemen in health camps, and additional free education.

Regarding the question, "What social-pedagogical measures were carried out by community specialists in working with families and children?", according to the results depicted in Figure 4, it can be noted that legal advocacy was conducted with 20% of families, diagnostic work with 29% of families, advisory work with 23% of families, counseling sessions were used by 25% of specialists, and observation was undertaken by 3% of social sector employees.

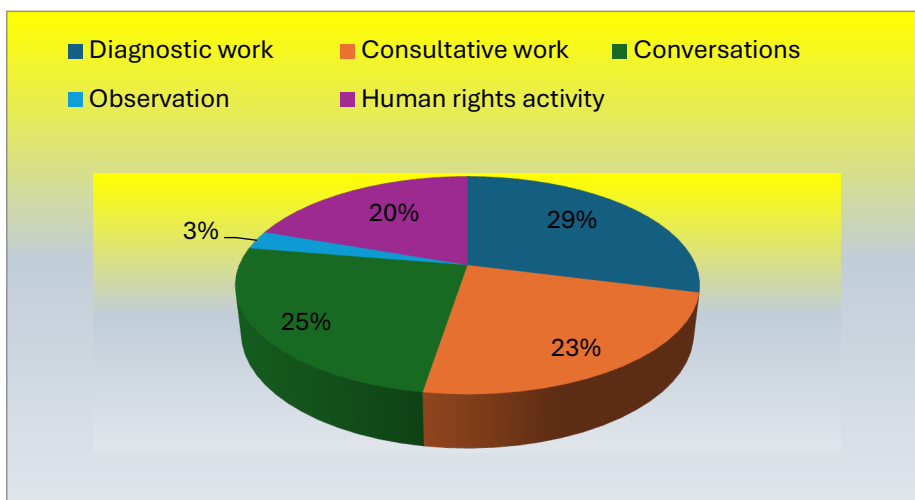


Fig. 4. Results of the social-pedagogical measures carried out by community specialists in working with families and children.

Regarding the analysis of the social-pedagogical measures carried out by community specialists in working with the families and children of fallen servicemen, it can be noted that a small number of families received legal advocacy assistance. Various types of diagnostic work (social, pedagogical, psychological, medical, etc.) were carried out with less than a third of families. A small percentage of families received professional consultations according to their needs. A quarter of specialists employed counseling sessions in their work with families, while a relatively small number of social sector employees engaged in observation.

Regarding the question, "Was psychological or social-pedagogical assistance provided to the family when needed?", based on the results depicted in Figure 5, 40% of families of fallen servicemen expressed a need for psychological or social-pedagogical assistance, while 60% did not express such a need.

Therefore, in determining the need for providing psychological or social-pedagogical assistance to the family of a fallen serviceman, we obtained the result that a third of the families of fallen servicemen expressed a need for psychological or



social-pedagogical assistance, while a large percentage of respondents did not express such a need.

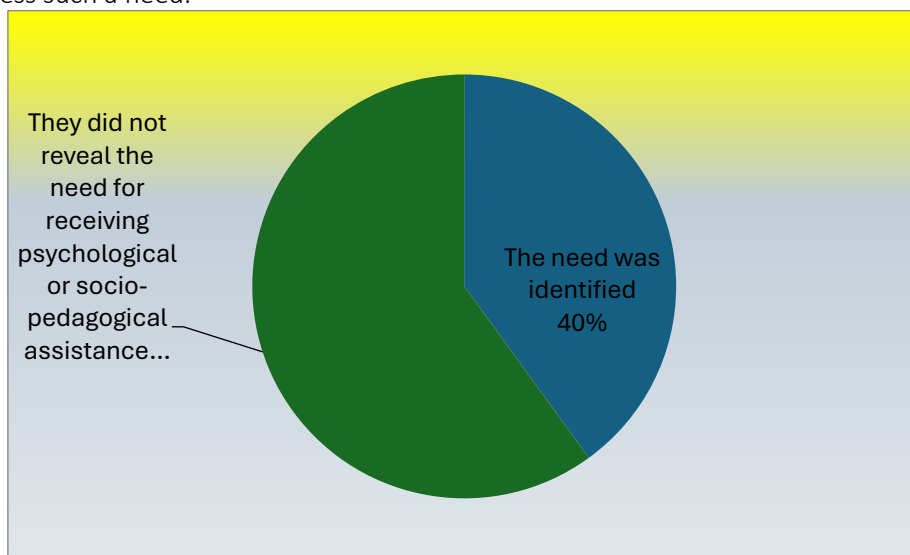


Fig.5. Results of determining the need for providing psychological or social-pedagogical assistance to the family.

Regarding the question, "What social advocacy services were offered to the families of fallen servicemen?" 21% stated that they submitted applications and complaints with the help of specialists, 20% represented the interests in various institutions and organizations, 18% engaged in lobbying the interests of the families of deceased servicemen, 20% of families received consultancy services, and 21% received legal support.

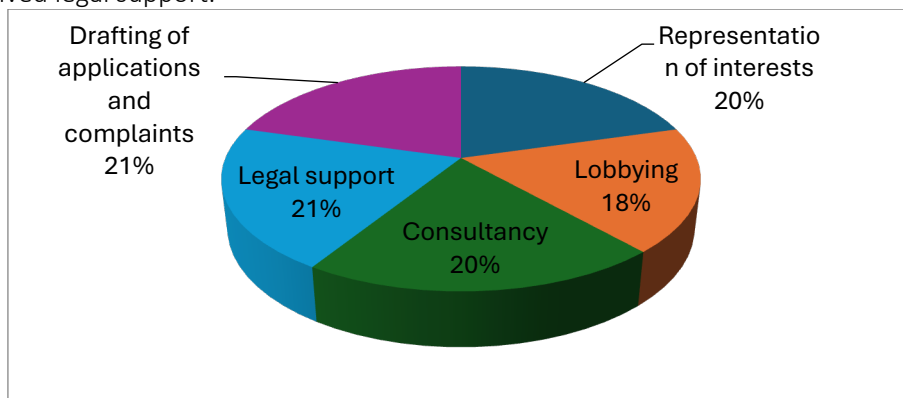


Fig.6. Results of providing social advocacy services to the families of fallen servicemen.

Regarding the results of providing social advocacy services to the families of fallen servicemen, we can note the following indicators: Less than a third of respondents replied that they submitted applications and complaints to various social institutions with the assistance of social and legal sector specialists. A small number of respondents had their interests represented in various institutions and organizations of the country by social sector specialists. A small percentage of families of fallen servicemen engaged in lobbying for their interests. Only a portion of families received various types of counseling and legal support with the assistance of legal sector specialists.

In response to the question, "Are the families of fallenservicemen ready for social-pedagogical support for their families?" 91 individuals are ready for social-pedagogical support, including 53 spouses, 31 children, and 7 parents. 20 individuals found it difficult to answer the question, including 8 spouses, 7 children, and 5 parents who are ready for social-pedagogical support. 14 individuals indicated that they do not require social-pedagogical support, including 6 spouses, 4 children, and 5 parents.

Therefore, based on the identified results of the readiness of the families of fallen servicemen for social-pedagogical support among the 125 individuals, we can assert that the majority of respondents are ready and fully open to social-pedagogical support. Less than a third of the individuals replied that they found it difficult to answer the question as they are not informed about this type of social-pedagogical activity, and only a few individuals indicated that they do not require social-pedagogical support.

Recommendations for organizing psychological, social, and pedagogical support for the families of fallen servicemen of the Ukrainian Armed Forces by social specialists can be given by studying the assessment of the needs of the families they work with, which includes: a map of providing social, psychological, educational, medical, legal, economic, and other services; development of a program to support mental health and social integration; a step-by-step assistance model in organizing psychosocial support services for the families of fallen servicemen; consideration of the needs and interests of the family members of the fallen servicemen of the Ukrainian Armed Forces by age; educational work among the families of the fallen servicemen on self-help methods, information on signs of deterioration of mental and physical health; taking into account the role of family, wife, children, parents, relatives of the fallen servicemen in their own lives (Organisation of psychosocial assistance to war veterans and their families (2021); Tokaruk L., Nikolaenko V. (2024).

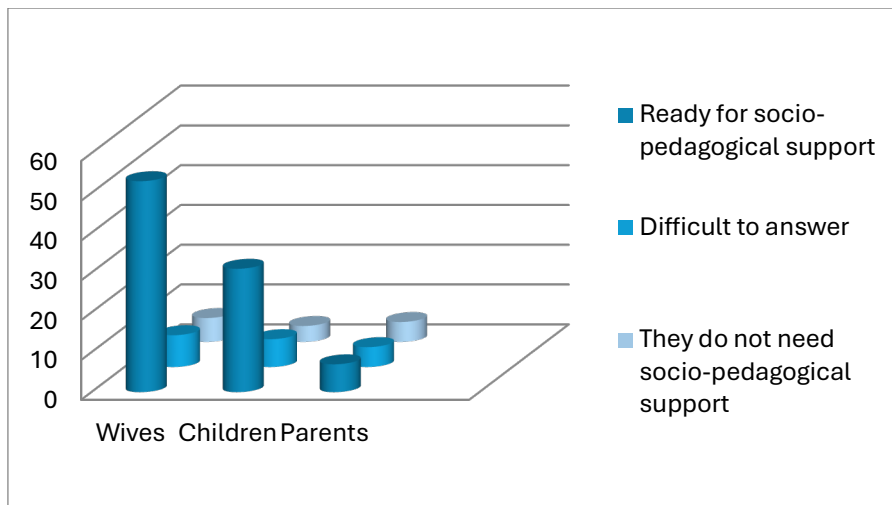


Fig.7. Results of the readiness of the families of fallen servicemen for social-pedagogical support.

Conclusions

The study of the social-pedagogical support for the families of fallen servicemen of the Armed Forces of Ukraine at the theoretical level was conducted through the analysis of the normative and legal framework regarding the social protection of war veterans and their family members, the families of fallen war veterans, as well as scientific sources that reveal the main content of the implementation (collection, receipt, analysis, and systematization of information and reference documents) of the benefits and social guarantees established by legislation in state authorities, local self-government, educational, medical (rehabilitation and recreation) institutions, organizations, and establishments of various forms of ownership by social sector specialists. However, we must also mention the main shortcomings that arise in the process of practical social-pedagogical work with the families of fallen servicemen, namely, it is not always possible for specialists to fully identify individuals from among the families of the fallen who are in difficult life circumstances, require social support, and timely provide social-pedagogical services. According to the results of our empirical study, a third of the families of fallen servicemen do not seek help, despite being informed about its availability.

The prospects of the research lie in the dissemination and utilization of the results of the theoretical and empirical study of the social-pedagogical support for the families of fallen servicemen of the Armed Forces of Ukraine in informational scientific, professional sources, and practical events (round tables, briefings,

seminars, training), with the aim of creating favorable conditions for addressing the current social problems of the families of fallen servicemen in Ukraine.

Conflict of interest. The authors are not aware of any conflict of interest in the preparation of this publication.

Disclaimer. The authors declare that their opinions and views expressed in this manuscript are not subject to the influence of any organizations

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ABOUT THIS ARTICLE

Cite this article. Tokaruk Lyudmila, Nikolayenko Viktoria. RESEARCH ON THE EFFECTIVENESS OF SOCIAL AND PEDAGOGICAL SUPPORT FOR THE FAMILIES OF DECEASED MILITARY SERVICEMEN. 2025. Journal "Socialization and Human Development" Vol. 7. No. 1. DOI: 10.37096/SHDISJ-25-1.1-0008

Submitted August 10, 2025 / Revised October 12, 2025 / Approved November 16, 2025 Published: November 30, 2025

DOI: 10.37096/SHDISJ-25-1.1-0008

Editor-in-Charge – Svitlana PASHCHENKO

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IMPLEMENTATION OF THE "SELF-HELP PLUS" INTERVENTION IN WORK WITH VETERANS AND THEIR FAMILY MEMBERS: OPPORTUNITIES AND CHALLENGES OF ADAPTATION

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DOI: 10.37096/SHDISJ-25-1.1-0009

Abstract

The *relevance* of the study is driven by the growing psychological challenges faced by veterans and their families amidst war and social crises. The purpose of the publication is to generalize the authors' experience in adapting the "Self-Help Plus" (SH+) program, developed by the World Health Organization, for work with veterans and their families, as well as to evaluate the effectiveness of this implementation.

Methodology. Methodological support included the WHO manual with recommendations on using the "Self-Help Plus" (SH+) program, observation of participants' emotional reactions, and quantitative and qualitative analysis of changes in the levels of stress, anxiety, depression, and PTSD in veterans and their family members before and after group sessions.

Results. High levels of stress negatively affect mental health, which is confirmed by WHO data regarding the prevalence of anxiety and depressive disorders. The implementation of the "Self-Help Plus" (SH+) program, the main content of which consists of interventions aimed at developing self-regulation skills and emotional state management for participants, led to a reduction in symptoms of distress, anxiety, depression, and post-traumatic manifestations among its participants. This confirms the effectiveness of SH+ as a group intervention that promotes psychological recovery and resource strengthening.

Conclusions. The conclusions of the work emphasize the expediency of wider implementation of similar evidence-based self-help programs into the practice of supporting veterans, taking into account their individual needs.

Keywords: "Self-Help Plus" program, veterans and their family members, group intervention, mental health, trauma.

Relevance

Global events significantly increase stress levels and the need for adaptive mechanisms to maintain psychological balance, making mental health a priority not only at the individual but also at the societal level (Kononenko I., 2025: 34). Awareness of its significance determines the need for rapid and evidence-based psychological aid instruments capable of scaling and adapting to the needs of veterans and their family members (Purgato, 2021: 403–413; Levin, 2019). In this direction, the Institute of Psychiatry at KNU and the Center for Mental Health of Veterans and Their Families are implementing modern programs aimed at supporting military personnel and their families.

One of the most promising approaches is the SH+ intervention developed by the WHO (Acarturk, 2022: 88–95). It is based on the principles of cognitive-behavioral therapy, mindfulness, and acceptance of one's own experience. World practice convincingly demonstrates its effectiveness as a tool for preventing mental disorders (Tol, 2020: 254–263). Under war conditions, when rapid access to psychosocial support is critically necessary, the adaptation and testing of this program within the Ukrainian socio-cultural context become particularly relevant.

The aim of the work is to analyze the features of the implementation and adaptation of the Self-Help+ intervention for work with veterans and their family members, as well as to determine its effectiveness for the psychological support of the mental health of this population category under conditions of military actions in Ukraine.

Methodology

Sample. The Self-Help+ program was implemented in June–July 2025 at the Taras Shevchenko National University of Kyiv in the format of five structured group sessions under the guidance of a facilitator and a co-facilitator from the Institute of Psychiatry at KNU. The training group included veterans and their family members—a total of 23 individuals, predominantly aged 41–49 years, including 11 veterans (47.8%) and 12 family members (52.2%).

Methods. At the first meeting, each participant received the illustrated WHO manual "Doing What Matters in Times of Stress: An Illustrated Guide" describing practical exercises for independent use between sessions (WHO, 2021). During the sessions, techniques for overcoming negative thoughts, "grounding" exercises, problem-solving methods, and the formation of healthy habits and self-care skills were practiced. Facilitators systematically monitored attendance and obtained brief feedback from participants regarding their emotional state and activity in group work.

Before the start of the program, all participants underwent primary testing (T1), which included the collection of socio-demographic data and psychometric diagnostics. The following instruments were used: the Perceived Stress Scale (PSS-10) to determine the stress level (low, moderate, high), and screening questionnaires to assess symptoms of anxiety (GAD-7) and depression (PHQ-9). In cases of ambiguous results, short individual interviews with a psychologist were conducted to clarify the emotional state and make a final decision regarding inclusion in the sample.

Inclusion criteria were: age 18 and older, low or moderate stress level according to the PSS-10 scale, voluntary consent to participate, and readiness to attend all sessions. Individuals with high levels of stress or pronounced anxiety-depressive symptomatology requiring individual therapy, severe mental disorders, dependence on psychoactive substances, or identified suicidal intent were excluded.

After completing the course, participants repeated the same psychometric tests (T2), allowing for an assessment of changes in stress levels, symptoms of depression, anxiety,



and subjective well-being. Additionally, an assessment of post-traumatic manifestations, psychological resilience, and substance use was carried out.

Results

Results were collected in both quantitative and qualitative forms, taking into account the individual traumatic experience of participants and the specifics of their performance of exercises. Table 1 presents the generalized socio-demographic characteristics of the study participants.

Table 1. Socio-demographic characteristics of study participants (n = 23)

Total participants, (100%) / Variables		Study Participants	
		Veterans	Family Members
		n = 11 (47.8)	n = 12 (52.2)
Gender	Male	6 (54.5)	0 (0)
	Female	5 (45.5)	12 (100)
Age	≤ 40	1 (9.1)	0 (0)
	41-49	8 (72.7)	11 (91.6)
	≥50	2 (18.2)	1 (8.4)

The conducted study showed that the Self-Help+ course contributes to improving the psychological state and reducing symptoms of depression and anxiety among veterans and their family members (see Table 2).

The distribution of respondents by PHQ-9, GAD-7, and PSS-10 indicators at the initial stage indicates that among veterans (n = 11), the average score on the PHQ-9 scale was 12.72, which allows stating the presence of moderate depressive manifestations. After completing the program, this indicator decreased to 9.27, meaning it shifted to the range of mild symptomatology. On the GAD-7 scale, the average score decreased from 8.09 at T1 to 6.45 at T2, indicating a reduction in the level of anxiety. Simultaneously, a decrease in the average stress level from 18.08 to 15.5 points was recorded on the PSS-10 scale.

Among family members of veterans (n = 12), the average PHQ-9 indicator at the beginning was 12.08, which also corresponded to a moderate level of depressive symptomatology, and after the program, it decreased to 9.91. On the GAD-7 scale, a decrease from 7.08 to 5.01 points was observed, testifying to a reduction in anxiety. The

indicator on the PSS-10 scale decreased from 18.83 at T1 to 15.75 at T2, demonstrating a noticeable reduction in stress levels.

Table 2 – Distribution of respondents by PHQ-9, GAD-7, PSS-10 scale indicators

	PHQ-9 (points, %)		GAD-7 (points, %)		PSS-10 (points, %)	
	T1	T2	T1	T2	T1	T2
Veterans 11 (47.8)	12.72	9.27	8.09	6.45	18.08	15.5
Family Members 12 (52.2)	12.08	9.91	7.08	5.01	18.83	15.75

Analysis of open comments from participants testified that the majority noted a decrease in anxiety and tension levels, development of self-regulation skills (breathing exercises, relaxation, "grounding" techniques), improvement in concentration and productivity in learning, as well as the formation of a sense of mutual support within the group.

Particular attention should be paid to the "Grounding" technique, which promotes relaxation and stabilization of psychological orientation. At the same time, for veterans with traumatic experiences, it can act as a trigger, thus requiring careful use and individual adaptation. A similar situation was observed with other exercises. For example, the technique "Unhooking" [from the hook], which involves identifying and letting go of negative emotions, caused an acute emotional outburst and distress for a participant who had recently lost her husband. Similarly, during the "Acting on your values" (specifically practicing kindness) exercise, some participants in a state of acute grief experienced difficult emotions due to the inability to imagine an important person to whom they could address kind words.

Thus, work with groups of veterans and their families requires special consideration of psychosocial aspects, emotional state, and physical capabilities of participants. This necessitates the individualization of approaches: adaptation of exercises for persons with disabilities, and modification of techniques for those who have traumatic experiences or are in the process of acute grieving.

Despite initial skepticism and distrust of the program, which is expected for groups with traumatic experiences, a gradual positive dynamic was observed during the intervention. Initial sessions were characterized by caution in expressions and an increased level of tension. However, thanks to the work of the facilitator and co-facilitator, who ensured an atmosphere of safety, trust, and confidentiality, participants gradually opened up, shared personal experiences more actively, practiced self-regulation techniques, and exchanged stress-coping strategies.



Starting from the third session, participant activity increased, and mutual support within the group became an important resource for many. The final stages of the program were characterized by increased cohesion, a sense of solidarity, and an awareness of the possibility of applying the acquired skills in everyday life. An important sign of the positive impact of the intervention was that a significant portion of participants at the end of the course expressed a desire to undergo training for facilitators to be able to spread this experience among others.

Thus, the dynamics of group interaction confirmed the effectiveness of the group format of the SH+ intervention: from initial distrust and skepticism to the formation of trust, active participation, and mutual support. This created favorable conditions for the assimilation and practical use of self-help techniques. A decisive factor in the successful implementation of the program was the coordinated work of facilitators and co-facilitators: the former ensured structure, a safe space, and the dynamics of the group process, while the latter provided individual support to participants with increased vulnerability. As a result, not only was a reduction in symptomatology achieved, but also an increase in motivation for further self-development.

Discussion

The results of the study confirm the effectiveness of the SH+ program in reducing symptoms of depression, anxiety, and stress among veterans and their family members. The dynamics of psychometric indicators align with international data, indicating the high evidence base of this intervention even in the complex conditions of war and social instability.

At the same time, the results emphasize the importance of cultural and psychosocial adaptation. Certain exercises caused unwanted emotional reactions, requiring careful selection and modification of techniques, as well as the readiness of facilitators to react promptly to difficult experiences, preventing re-traumatization. Special attention is required for the adaptation of physical components for participants with disabilities, making the program more inclusive and consistent with modern approaches in the field of veteran rehabilitation.

A significant result was also the positive dynamic of the group process: the transition from wariness to trust, activity, and mutual support, which confirms the value of the group format as a resource for solidarity and collective support. The decisive role was played by the coordinated work of facilitators who ensured structure and a safe atmosphere.

The main limitation of the study is the small sample size and the short duration of the intervention, which does not allow for assessing long-term effects. Further research should include larger samples, controlled trials, and monitoring of remote results, particularly regarding PTSD prevention and the development of psychological resilience.

Conclusions

The SH+ intervention proved effective in reducing stress levels, anxiety, and depressive symptomatology among veterans and their family members, confirming its expediency in modern mental health conditions. The group format of work contributed to the formation of an atmosphere of trust, mutual support, and cohesion, which became an additional resource for recovery and increasing the stress resistance of participants.

At the same time, the results highlighted the necessity of adapting the program to individual needs: taking into account traumatic experience, the stage of grieving, the presence of disability, and other specific factors influencing the perception and execution of exercises. The decisive role in ensuring the effectiveness of the intervention was played by facilitators and co-facilitators who created a safe space, ensured the structure of the process, and provided individual support to participants.

The obtained results testify to the prospects of scaling SH+ within the system of psychological aid to veterans in Ukraine and emphasize the need for further research aimed at studying the long-term effects of the program and improving the mechanisms of its adaptation to specific conditions.

Conflict of interests. The authors are not aware of any conflict of interest in the preparation of this publication.

Disclaimer: The authors declare that their opinions and views expressed in this manuscript are not influenced by any organizations

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[https://doi.org/10.1016/S2214-109X\(19\)30504-2](https://doi.org/10.1016/S2214-109X(19)30504-2)

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ABOUT THIS ARTICLE

Cite this article

Chumak Stanislav, Kaminska Svetlana, Stepanova Natalia. IMPLEMENTATION OF THE INTERVENTION “SELF-HELP PLUS” IN WORKING WITH VETERANS AND THEIR FAMILY

MEMBERS: OPPORTUNITIES AND CHALLENGES OF ADAPTATION. 2025. Journal "Socialization and Human Development" Vol.7.No.1. DOI: 10.37096/SHDISJ-25-1.1-0009

Submitted September 2, 2025 / Revised October 10, 2025 / Approved November 16, 2025 Published: November 30, 2025

DOI: 10.37096/SHDISJ-25-1.1-0009

Editor in Charge – Svitlana PASHCHENKO

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