

EMOTIONAL INTELLIGENCE AND FEATURES OF SELF-ACTUALIZATION OF THE INDIVIDUAL IN THE CONDITIONS OF THE RUSSIAN-UKRAINIAN WAR 2014-2023: ATTEMPTS AT SCIENTIFIC REFLECTION

INTELIGÊNCIA EMOCIONAL E TRAÇOS DE AUTO-REALIZAÇÃO DO INDIVÍDUO NAS CONDIÇÕES DA GUERRA RUSSO-UCRANIANA 2014-2023: TENTATIVAS DE REFLEXÃO CIENTÍFICA

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Abstract: The Russian-Ukrainian war became one of the greatest trials for Ukrainians, who found themselves under a real threat of destruction. In these conditions, the issue of psychological health and general vitality is particularly acute. The purpose of the article was to clarify the features of emotional intelligence and self-actualization of the individual in the conditions of the Russian-Ukrainian war of 2014-2023. For this purpose, the following tasks were performed: identifying the level of emotional intelligence of the respondents; determining the level of self-actualization of respondents; comparison of results by gender; formation and description of groups of respondents according to the characteristics of emotional intelligence and self-actualization. The total sample consisted of 200 students (100 men and 100 women) who are in Ukraine and study remotely. The methodology of the empirical research included such statistical calculations as Student's t-test and cluster analysis. The conducted research revealed the levels of expression of the parameters characterizing the emotional intelligence and features of self-actualization of the respondents as representatives of the entire Ukrainian society. No fundamental gender difference was found, instead, the total number of respondents can be divided into three main groups.

Keywords: Russian-Ukrainian War. Emotional Intelligence. Self-Actualization. Mental Health. Cluster Analysis.

Resumo: A guerra russo-ucraniana tornou-se um dos maiores testes para os ucranianos, que se viram

sob uma ameaça real de destruição. Nestas condições, a questão da saúde psicológica e da vitalidade geral é particularmente aguda. O objetivo do artigo era clarificar as características da inteligência emocional e da auto-realização do indivíduo nas condições da guerra russo-ucraniana de 2014-2023. Para o efeito, foram realizadas as seguintes tarefas: identificação do nível de inteligência emocional dos inquiridos; determinação do nível de auto-realização dos inquiridos; comparação dos resultados por género; formação e descrição de grupos de inquiridos de acordo com as características da inteligência emocional e da auto-realização. A amostra total era constituída por 200 estudantes (100 do sexo masculino e 100 do sexo feminino) que se encontram na Ucrânia e estudam à distância. A metodologia da investigação empírica incluiu cálculos estatísticos como o teste t de Student e a análise de grupos. A investigação realizada revelou os níveis de expressão dos parâmetros que caracterizam a inteligência emocional e os traços de auto-realização dos inquiridos como representantes de toda a sociedade ucraniana. Não foram encontradas diferenças fundamentais entre os sexos, mas o número total de inquiridos pode ser dividido em três grupos principais.

Palavras-chave: Guerra Russo-Ucraniana. Inteligência Emocional. Auto-Realização. Saúde Mental. Análise de Agrupamentos.

1. Introduction

The Russian-Ukrainian war has become one of the biggest challenges for modern Europe in general and Ukraine in particular. Of particular concern is the physical and psychological state of people who have been caught up in the war zone or have loved ones there. Ukrainians living in a negative information space, constant air raids, and uncertainty about the future are experiencing significant emotional stress. The war changes not only the world around us but also the worldview of a person. The difficult situation leads to a number of emotional, sensory, behavioural, and reactive problems that require professional study and analysis. All Ukrainians, both those who stayed in the country and those who were forced to leave it, are experiencing social and psychological difficulties. Problems exist in all social, professional, and age groups. That is why it is important and necessary to study emotional intelligence and the peculiarities of self-actualisation in the context of the Russian-Ukrainian war.

2. Theoretical Framework or Literature Review

The theoretical and methodological analysis of sources on the Russian-Ukrainian war in the humanitarian context can be differentiated in several ways. The first area is characterised as reflecting the socio-cultural background of the Russian-Ukrainian war. For example, FACCO; TAGLIAGAMBE (2022) analyse the historical and cultural background of Russia's attack on Ukraine and conclude that it is related to a fundamentally different understanding of progress by Russians. Whereas in the West, progress is interpreted as a

process of controlled linear change to develop and improve a country's welfare and well-being, in Russia, the previous state is radically rejected, and the new state is the result of turning it upside down. KUTSOS (2022) examines the socio-political dimension of Ukrainian and Russian national character. The author notes that for Ukrainians, the nation comes first, and the government is perceived more as a tool, as a means of achieving the state-building goal, while for Russians, the government, even if it is bad, is the top of the hierarchy that cannot be changed. For Ukrainians, the eternal ideal is a quiet and peaceful life on their own land, while Russians are destructive under the pretext of their power. MOSIICHUK (2023) characterises the Russian-Ukrainian war from the perspective of metacognitive, axiological, and ethnopsychological analysis of geopolitical mysticism. The author considers the metapsychic model of the Russian invaders as a socio-political phenomenon based on destructive neural connections. For this purpose, the term of psychotropic prison is introduced to reduce self-esteem and learned helplessness.

The second area records the socio-political consequences of the Russian-Ukrainian war. In particular, it focuses on the impact of hostilities and displacement on civilian refugees (KONSTANTINOV; REZNIK; ISRALOWITZ, 2022a; (KONSTANTINOV; REZNIK; ISRALOWITZ, 2022b). The third area is based on the coverage of mental health problems of the international community. For example, BARCHIELLI *et al.* (2022) consider climate change, depletion of natural resources, the COVID-19 pandemic and the Russian-Ukrainian war as factors of mental and psychological distress among Europeans (BARCHIELLI *et al.*, 2022, p. 11929).

CASTRO; AIRES DIAS; MADEIRA (2023) focus on the peculiarities of media coverage of the Russian-Ukrainian war and record its impact on the mental health of the Portuguese.

CHUDZICKA-CZUPAŁA *et al.* (2023) conduct a comparative analysis of the features of depression, anxiety and post-traumatic stress during the Russian-Ukrainian war based on a study of the population of Poland, Ukraine, and Taiwan.

MAFTEI; DĂNILĂ; MĂIREAN (2022) investigate the psychological reactions of Romanian adolescents to the potentially dramatic experience of the Russian invasion of Ukraine.

MOTTOLA *et al.* (2023) focus on highlighting the impact of the Russian-Ukrainian war on the mental health of Italians after two years of the pandemic, identifying risk factors, and describing the characteristics of defensive reactions.

RIAD *et al.* (2022) examine the impact of the Russian-Ukrainian war on anxiety and depression among young people in Central Europe.

The fourth area combines studies on the peculiarities of psychological and psychophysical reactions of Ukrainians. For example, CRICENTI *et al.* (2022) study the impact of emotions on aggressive reactions in the context of the Ukrainian-Russian conflict.

HANSON-DEFUSCO (2022) analyses the psychological difficulties, motivational sphere, and resilience of participants in the Ukrainian resistance movement. HASIUK *et al.* (2022) focus on the relationship between physical indicators and subjective physiological and neurophysiological parameters of Ukrainian health. KHAN; ALTALBE (2023) focus on the potential psychological consequences of the Russian-Ukrainian war among adult Ukrainians. Khrushch *et al.* (2023) highlight the environmental and psychological consequences of the Russian invasion of Ukraine. KOKUN (2023) describes the losses of the Ukrainian population from the war and their psychological and physical state. KRYMET'S *et al.* (2023) focus on the impact of the Russian-Ukrainian war on Ukrainians' psychological resistance and information resistance. KURAPOV *et al.* (2022) highlight the impact of the ongoing Russian-Ukrainian war on mental health six months after the Russian invasion. As a follow-up, KURAPOV *et al.* (2022) describe the impact of the war on students and teachers in higher education.

PALGI *et al.* (2023) investigate the risk factors that precede the exacerbation of psychological stress as a result of the Russian-Ukrainian war. PAVLOVA *et al.* (2023) identify individual and contextual predictors of the subjective well-being of adult Ukrainians during the Russian-Ukrainian war. RYBINSKA *et al.* (2022) study the peculiarities of restoring students' psychological and emotional health in the context of a stressful wartime educational process. XU *et al.* (2023) characterise the mental health symptoms and coping strategies of Ukrainians in March 2022.

Obviously, researchers pay the most attention to the problems related to the psychological and mental health of Ukrainians who found themselves in the combat zone or under the tangible impact of war. However, the number of relevant in-depth studies is currently insufficient. The reason for this may be the difficulty of interviewing affected Ukrainians, as well as the strong focus of European scholars on studying the impact of the Russian-Ukrainian war on Europe as a whole.

From the author's point of view, it is advisable to consider emotional intelligence and personal self-actualisation on the example of students. It is known that students are one of

the most effective forces in society (POPERECHNA, 2022), for the development of which the latest psychological CHERNOVA; NEMESH; TOGACHYNSKA (2023) and pedagogical (KHRENOVA *et al.*, 2023) approaches are being used. Students actively consume and produce knowledge in the era of globalisation challenges (SANAKUIEV, 2022), have sufficiently developed critical thinking (YOLIDA; MARPAUNG, 2023) and philosophical and ideological positions (ISKAKOVA *et al.*, 2023). Students are the conductors of the most relevant trends and views, and at the same time, they are a clear indicator of the general mental and psychological state of society. Their powerful role in the development of social ideas in different parts of the world emphasises the importance of this segment of the population, its active life position, as well as its real and potential influence on the country's future trajectory. In connection with the above, Ukrainian students became the object of scientific research.

3. Research Aim and Research Questions

The purpose of the article is to identify the peculiarities of emotional intelligence and self-actualisation of the individual in the context of the Russian-Ukrainian war 2014-2023.

To do this, perform the following tasks:

- 1) determining the level of respondents' emotional intelligence;
- 2) determining the level of self-actualisation of respondents;
- 3) comparison of results by gender;
- 4) forming and describing groups of respondents by the characteristics of emotional intelligence and self-actualisation.

4. Methodology

In general, emotional intelligence is a certain set of mental characteristics that allow a person, firstly, to be aware of and evaluate their own emotions, and secondly, to understand and correctly interpret the peculiarities of other people's emotional manifestations. Self-actualisation appears as a person's desire for self-improvement, for the fullest possible formation and development of their own capabilities, the desire for self-realisation as a vital component of existence. The above definitions allow us to speak of emotional intelligence

and self-actualisation as multidimensional phenomena, the empirical study of which should be based on sound and reliable methods.

The total sample consists of 200 students (100 men and 100 women) who are enrolled in Ukraine and studying remotely. Students were involved in the empirical study at: 1) I. I. Mechikov Odesa National University (Odesa) in the number of 34 male and 32 female students; 2) V. O. Sukhomlynskyi Mykolaiv National University (Mykolaiv) in the number of 31 male and 35 female students; 3) Mykhailo Drahomanov Ukrainian State University (Kyiv) in the number of 35 male and 33 female students.

Emotional intelligence was measured using the EQ (Hall) Emotional Intelligence Test and the MSCEIT-V 2.0 Emotional Intelligence Test (Mayer, Salovey, & Caruso, 2002). Self-actualisation was assessed based on the Personal Orientation Inventory (SHOSTROM, 1996) and the *Self-Attitude Study Methodology* (PANTILEEV, 1993).

The survey was conducted using Google Forms, and all statistical calculations (arithmetic mean, Student's t-test, cluster analysis) were performed using Statistica 10.0. At the same time, low level was denoted by 1, medium - by 2, high - by 3.

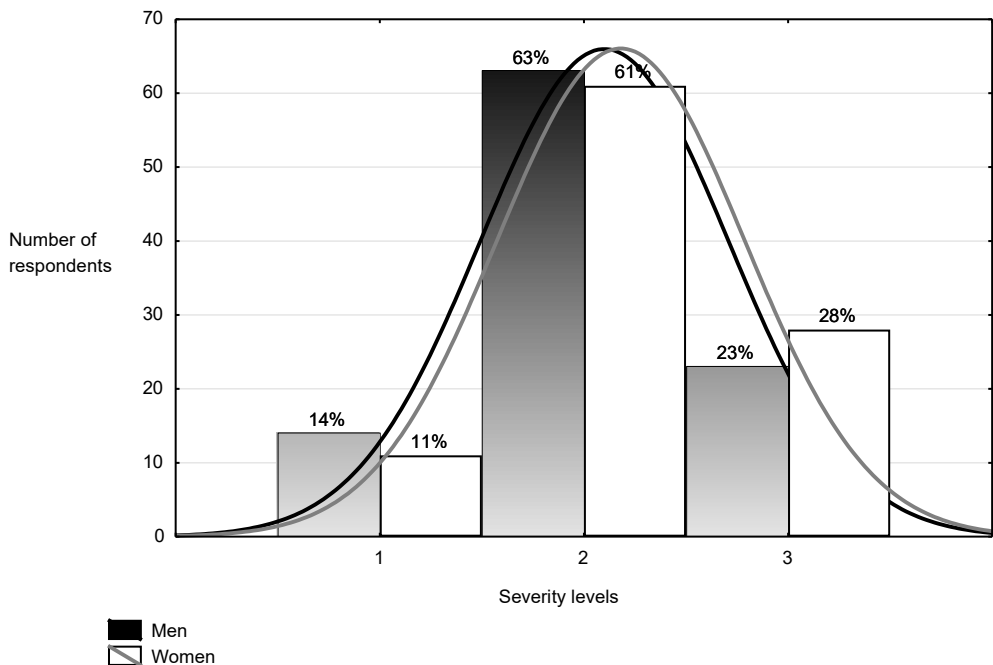
5. Results and Discussion

The study of emotional intelligence and self-actualisation of modern Ukrainian students was carried out with the awareness of the relevance and importance of such an analysis. After processing the Google forms, the raw data was divided by gender. Summing up the results, the authors obtained the results presented below.

The EQ emotional intelligence test measured the level of five parameters (HALL EMOTIONAL...): “emotional awareness” (Figure 1), “managing one's emotions”, “self-motivation”, “empathy”, and “recognising the emotions of others”. The study found that in the group of male students, 14% of respondents showed a low level of emotional awareness, 63% - an average level, 23% - a high level; in the parameter “emotion management”, 24% of respondents showed a low level, 58% - an average level, and 17% - a high level; in terms of self-motivation, 31% of students had a low level, 49% had an average level, and 20% had a high level; in terms of empathy, 20% of respondents had a low level, 42% had an average level, and 23% had a high level. In the group of female students, 11% of respondents had a low level of emotional awareness, 61% had an average level, and 28% had a high level; 20% of respondents had a low level of emotional management, 64% had an average level, and

16% had a high level; in terms of “motivation”, 30% of students demonstrated a low level, 47% - an average level, and 23% - a high level; in terms of “empathy”, 21% of respondents demonstrated a low level, 41% - an average level, and 38% - a high level; in terms of “recognising the emotions of others”, 18% of respondents demonstrated a low level, 55% - an average level, and 27% - a high level.

Fig. 1. Levels of expression of the “emotional awareness” parameter



Source: authors’ own development

The arithmetic mean of the measured parameters indicates that there are no fundamental differences between the male and female groups (Table 1).

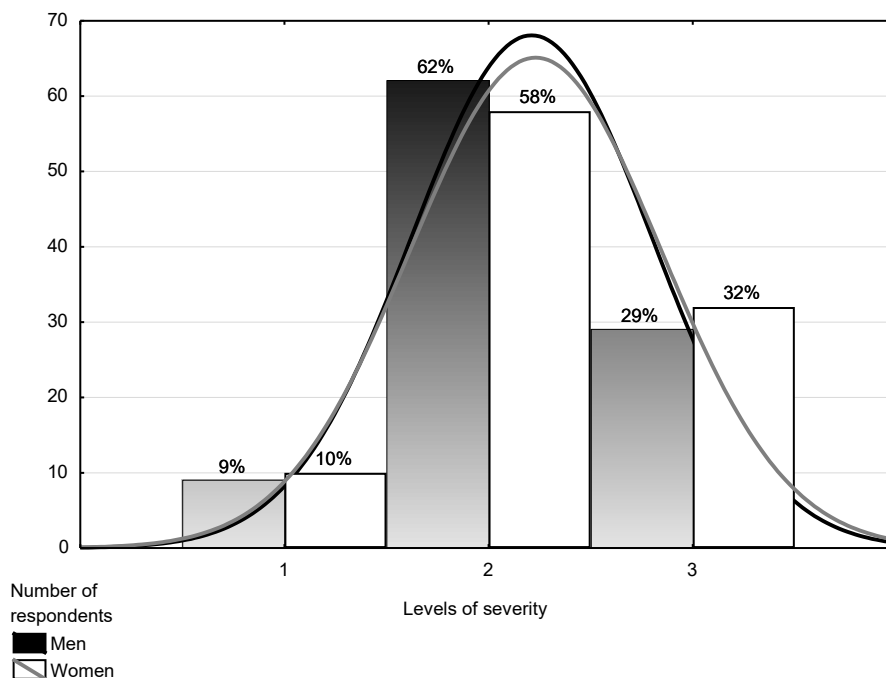
Table 1: Arithmetic mean of the parameters emotional intelligence by EQ

Gender	Parameters				
	1.1.	1.2.	1.3.	1.4.	1.5.
Male	2,09	1,92	1,89	2,18	2,04
Female	2,17	1,96	1,93	2,17	2,09

Source: authors' own development

The MSCEIT-V 2.0 emotional intelligence test revealed the levels of expression of each of the four parameters – “identification of emotions” (Figure 2), “facilitation of emotions”, “understanding of emotions”, and “management of emotions” (Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT™...)). In the men's group, according to the parameter “identification of emotions” low level is typical for 9% of students, average - for 62%, high - for 29%; in the parameter “facilitation of emotions” low level is inherent in 23% of respondents, average - 59%, high - 18%; in the parameter “understanding of emotions” low level was demonstrated by 16% of respondents, average - 45%, high - 39%; in the parameter “management of emotions” low level was recorded in 36% of students, average - 51%, high - 13%. In the women's group, the low level of emotion identification was found in 10% of respondents, the average - in 58%, and the high - in 32%; the low level of emotion facilitation was found in 22% of respondents, the average - in 55%, and the high - in 23%; in terms of “understanding emotions”, 15% of students have a low level, 50% have an average level, and 35% have a high level; in terms of “managing emotions”, 35% of respondents have a low level, 52% have an average level, and 13% have a high level.

Fig. 2. Levels of expression of the parameter “identification of emotions”



Source: authors' own development

The arithmetic mean of the measured parameters demonstrates that there is no significant difference between them for male and female respondents (Table 2).

Table 2: Arithmetic mean of the parameters emotional intelligence according to MSCEIT-V 2.0

Gender.	Parameters.			
	2.1.	2.2.	2.3.	2.4.
Male	2,2	1,95	2,23	1,77
Female	2,22	2,01	2,2	1,78

Source: authors' own development

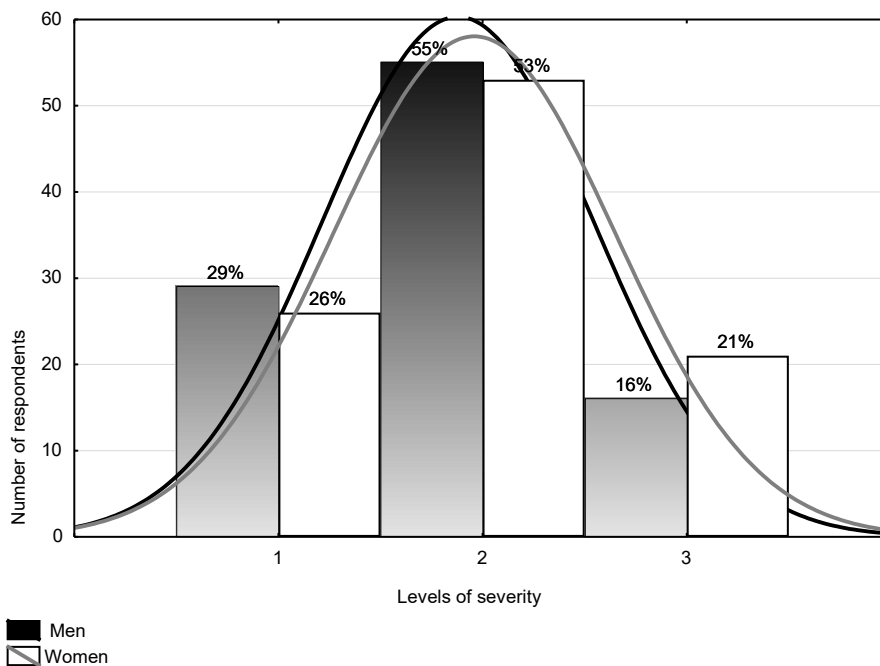
The Personal Orientation Inventory study revealed the levels of expression of fourteen parameters: “time orientation” (Figure 3), “support”, “value orientation”, “behavioural flexibility”, “sensitivity”, “spontaneity”, “self-respect”, “self-acceptance”, “perception of human nature”, “synergy”, “acceptance of aggression”, “contact”, “cognitive needs”, and “creativity” (Table 3).

Table 3: The results of the Personal Orientation Inventory

Parameters	Severity levels, %					
	Low		Medium		High	
	M	W	M	W	M	W
Time orientation	29	26	55	53	16	21
Support	13	14	54	51	33	35
Value orientation	17	18	50	50	33	32
Flexible behaviour	29	26	58	54	13	20
Sensitivity	31	26	48	52	21	22
Spontaneity	34	29	44	45	22	26
Self-respect	8	8	55	59	37	33
Self-acceptance	14	11	62	61	24	28
Ideas about human nature	37	35	59	61	4	4
Synergy	21	22	41	38	38	40
Acceptance of aggression	19	18	53	59	28	23
Contactability	22	24	54	50	24	26
Cognitive needs	33	26	50	56	17	18
Creativity	21	22	59	53	20	25

Source: authors' own development

Fig. 3. Levels of expression of the parameter “orientation in time”



Source: authors' own development

The arithmetic mean of the studied parameters demonstrates that there is no fundamental difference between the levels of their expression in the male and female groups (Table 4).

Table 4: Arithmetic mean of the parameters for Personal Orientation

Inventory

Gender	Parameters													
	3.1.	3.2.	3.3.	3.4.	3.5.	3.6.	3.7.	3.8.	3.9.	3.10.	3.11.	3.12.	3.13.	3.14.
Male	1,87	2,2	2,16	1,84	1,9	1,88	2,29	2,1	1,67	2,17	2,09	2,02	1,84	1,99
Female	1,95	2,21	2,14	1,94	1,96	1,97	2,25	2,17	1,69	2,18	2,05	2,02	1,92	2,03

Source: authors' own development

The analysis using the methodology for studying self-attitude (PANTILEEV, 1993) revealed the levels of expression of such parameters as “openness” (Figure 4), “self-

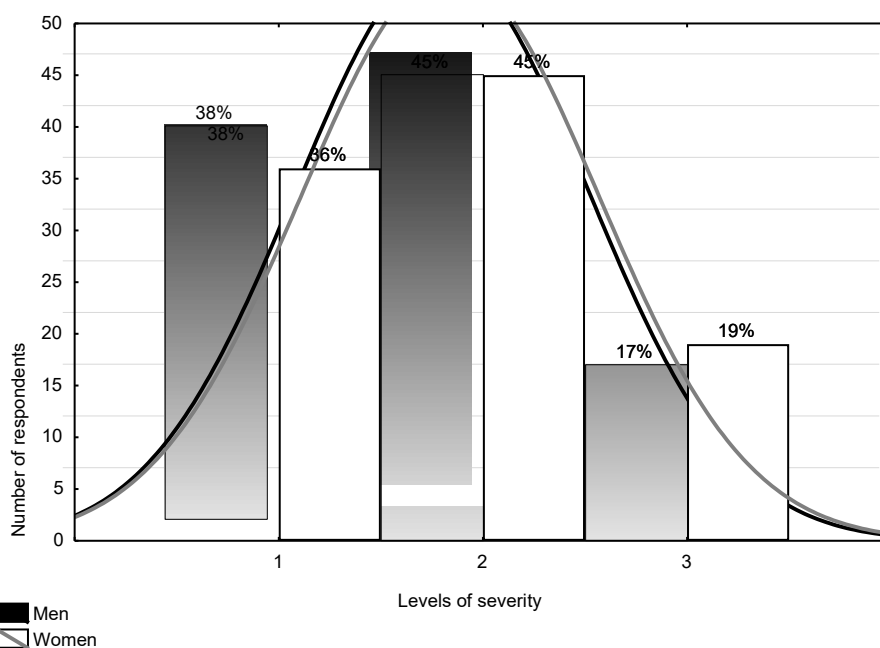
confidence”, “self-management”, “mirror self”, “self-value”, “self-acceptance”, “self-attachment”, “conflict”, “self-blame” (Table 5).

Table 5: The results of the Self-Attitude Study Methodology

Parameters	Severity levels, %					
	Low		Medium		High	
	M	W	M	W	M	W
Openness	38	36	45	45	17	19
Self-confidence	28	27	50	47	22	26
Self-management	6	5	52	52	42	43
Mirror self	22	22	59	54	19	24
Intrinsic value	14	14	52	52	34	34
Self-acceptance	19	17	49	46	32	37
Self-attachment	15	13	53	53	32	31
Conflicts	25	29	57	57	18	14
Self-incrimination	22	27	66	62	12	11

Source: authors' own development

Fig. 4. Levels of expression of the “openness” parameter



Source: authors' own development

The arithmetic mean of the studied parameters shows no significant difference between them in the two groups of respondents (Table 6).

Table 6: Arithmetic mean of the parameters by Self-Attitude Study Methodology

№	Parameters								
	4.1.	4.2.	4.3.	4.4.	4.5.	4.6.	4.7.	4.8.	4.9.
Male	1,79	1,94	2,35	1,97	2,2	2,13	2,17	1,93	1,9
Female	1,83	1,99	2,38	2,02	2,2	2,2	2,15	1,85	1,84

Source: authors' own development

To find out the differences in emotional intelligence and peculiarities of self-actualisation among men and women, the Student's t-test was calculated for all the parameters studied (Table 7).

Table 7: Comparative analysis of emotional intelligence parameters and self-actualisation of the individual based on gender

№	Parameters.	Average, h.	Average, g.	t-test
1.1.	Emotional awareness	2,090000	2,170000	-0,93613
1.2.	Managing your emotions	1,920000	1,960000	-0,45297
1.3.	Self-motivation	1,890000	1,930000	-0,39350
1.4.	Empathy	2,180000	2,170000	0,09450
1.5.	Recognise other people's emotions	2,040000	2,090000	-0,53637
2.1.	Identification of emotions	2,200000	2,220000	-0,23590
2.2.	Facilitating emotions	1,950000	2,010000	-0,64473
2.3.	Understanding emotions	2,230000	2,200000	0,30511
2.4.	Managing emotions	1,770000	1,780000	-0,10675
3.1.	Time orientation	1,870000	1,950000	-0,83877
3.2.	Support	2,200000	2,210000	-0,10693
3.3.	Value orientation	2,160000	2,140000	0,20365
3.4.	Flexible behaviour	1,840000	1,940000	-1,07871
3.5.	Sensitivity	1,900000	1,960000	-0,60049
3.6.	Spontaneity	1,880000	1,970000	-0,85588

Nº	Parameters.	Average, h.	Average, g.	t-test
3.7.	Self-respect	2,290000	2,250000	0,47121
3.8.	Self-acceptance	2,100000	2,170000	-0,81457
3.9.	Ideas about human nature	1,670000	1,690000	-0,25798
3.10.	Synergy	2,170000	2,180000	-0,09284
3.11.	Acceptance of aggression	2,090000	2,050000	0,42684
3.12.	Contactability	2,020000	2,020000	0,00000
3.13.	Cognitive needs	1,840000	1,920000	-0,83534
3.14.	Creativity	1,990000	2,030000	-0,42451
4.1.	Openness	1,790000	1,830000	-0,39273
4.2.	Self-confidence	1,940000	1,990000	-0,49108
4.3.	Self-management	2,360000	2,380000	-0,24026
4.4.	Mirror self	1,970000	2,020000	-0,53377
4.5.	Intrinsic value	2,200000	2,200000	-0,00000
4.6.	Self-acceptance	2,130000	2,200000	-0,69891
4.7.	Self-attachment	2,170000	2,150000	0,21110
4.8.	Conflicts	1,930000	1,850000	0,87235
4.9.	Self-incrimination	1,900000	1,840000	0,72163

The results showed that there were no fundamental differences between emotional intelligence and self-actualisation features in men and women. Representatives of both groups tend to the average level with slight fluctuations in indicators. It can be assumed that the differences between the parameters that characterise the phenomena under study are not based on gender. They are a manifestation of individual and personal traits of a person, his or her emotional and sensory and behavioural and reactive spheres. In addition, it can be assumed that emotional intelligence and self-actualisation depend primarily on the socio-cultural foundation and value attitudes of the individual. This allows us to perform a cluster analysis of the entire sample, without dividing it by gender.

The results of the cluster analysis are presented in Table 8 and Figure 5.

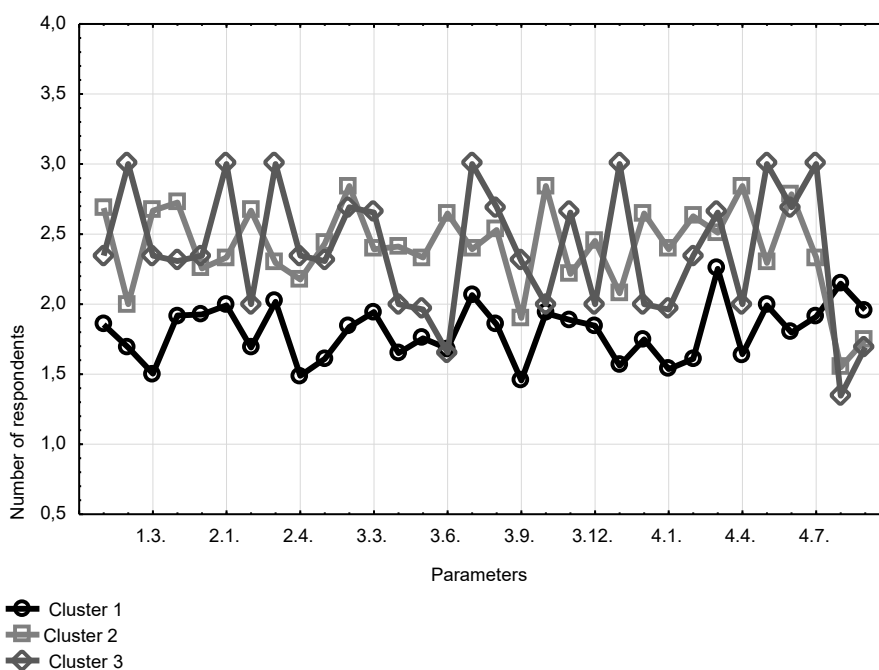
Table 8: Average values of clusters that unite respondents by level emotional intelligence and peculiarities of self-actualisation

Nº	Parameters	Cluster 1	Cluster 2	Cluster 3
1.1.	Emotional awareness	1,853659	2,686275	2,346154
1.2.	Managing your emotions	1,691057	2,000000	3,000000
1.3.	Self-motivation	1,504065	2,666667	2,346154
1.4.	Empathy	1,918699	2,725490	2,307692
1.5.	Recognise other people's emotions	1,926829	2,254902	2,346154
2.1.	Identification of emotions	1,991870	2,333333	3,000000
2.2.	Facilitating emotions	1,691057	2,666667	2,000000
2.3.	Understanding emotions	2,016260	2,294118	3,000000
2.4.	Managing emotions	1,487805	2,176471	2,346154
3.1.	Time orientation	1,609756	2,431373	2,307692
3.2.	Support	1,837398	2,843137	2,692308
3.3.	Value orientation	1,943089	2,392157	2,653846
3.4.	Flexible behaviour	1,650406	2,411765	2,000000
3.5.	Sensitivity	1,756098	2,333333	1,961538
3.6.	Spontaneity	1,682927	2,647059	1,653846
3.7.	Self-respect	2,065041	2,392157	3,000000
3.8.	Self-acceptance	1,853659	2,529412	2,692308
3.9.	Ideas about human nature	1,455285	1,901961	2,307692
3.10.	Synergy	1,934959	2,843137	2,000000
3.11.	Acceptance of aggression	1,886179	2,215686	2,653846
3.12.	Contactability	1,845528	2,450980	2,000000
3.13.	Cognitive needs	1,560976	2,078431	3,000000
3.14.	Creativity	1,747967	2,647059	2,000000
4.1.	Openness	1,536585	2,392157	1,961538
4.2.	Self-confidence	1,609756	2,627451	2,346154
4.3.	Self-management	2,252033	2,509804	2,653846
4.4.	Mirror self	1,642276	2,843137	2,000000
4.5.	Intrinsic value	1,991870	2,294118	3,000000
4.6.	Self-acceptance	1,796748	2,784314	2,692308

Nº	Parameters	Cluster 1	Cluster 2	Cluster 3
4.7.	Self-attachment	1,910569	2,333333	3,000000
4.8.	Conflicts	2,146342	1,549020	1,346154
4.9.	Self-incrimination	1,959350	1,745098	1,692308

Source: authors' own development

Figure 5. Average values of clusters that unite respondents by the level of emotional intelligence and peculiarities of self-actualisation



Source: authors' own development

The first cluster covers 61.5% of students (Table 9). This is approximately three-fifths of all respondents, and their overall level of emotional intelligence and self-actualisation can be assessed as average. The study revealed that the Russian-Ukrainian war -20142023 has -become a significant challenge for these people.- They cannot always distinguish and understand both their own emotions and the emotional state of others and hesitate in choosing their future life trajectory. These respondents periodically have problems with managing their emotional and sensory sphere, have reduced cognitive needs, and a rather low level of self-confidence. The respondents in the first cluster express disappointment in human nature, do not know what to expect from the future and have difficulties with self-support.

Table 9: Descriptive statistics for the first cluster

Nº	Parameters	Average	Standard deviation	Dispersion
1.1.	Emotional awareness	1,853659	0,490616	0,240704
1.2.	Managing your emotions	1,691057	0,574457	0,330001
1.3.	Self-motivation	1,504065	0,502028	0,252032
1.4.	Empathy	1,918699	0,763872	0,583500
1.5.	Recognise other people's emotions	1,926829	0,667399	0,445422
2.1.	Identification of emotions	1,991870	0,550647	0,303212
2.2.	Facilitating emotions	1,691057	0,574457	0,330001
2.3.	Understanding emotions	2,016260	0,665099	0,442356
2.4.	Managing emotions	1,487805	0,618908	0,383047
3.1.	Time orientation	1,609756	0,595532	0,354658
3.2.	Support	1,837398	0,502028	0,252032
3.3.	Value orientation	1,943089	0,716330	0,513128
3.4.	Flexible behaviour	1,650406	0,586511	0,343996
3.5.	Sensitivity	1,756098	0,693547	0,481008
3.6.	Spontaneity	1,682927	0,681333	0,464214
3.7.	Self-respect	2,065041	0,568862	0,323604
3.8.	Self-acceptance	1,853659	0,490616	0,240704
3.9.	Ideas about human nature	1,455285	0,500033	0,250033
3.10.	Synergy	1,934959	0,796919	0,635079
3.11.	Acceptance of aggression	1,886179	0,691912	0,478742
3.12.	Contactability	1,845528	0,757828	0,574304
3.13.	Cognitive needs	1,560976	0,498298	0,248301
3.14.	Creativity	1,747967	0,552097	0,304811
4.1.	Openness	1,536585	0,617938	0,381847
4.2.	Self-confidence	1,609756	0,595532	0,354658
4.3.	Self-management	2,252033	0,608593	0,370385
4.4.	Mirror self	1,642276	0,481291	0,231641
4.5.	Intrinsic value	1,991870	0,607277	0,368786
4.6.	Self-acceptance	1,796748	0,586171	0,343596

Nº	Parameters	Average	Standard deviation	Dispersion
4.7.	Self-attachment	1,910569	0,640289	0,409969
4.8.	Conflicts	2,146342	0,596203	0,355458
4.9.	Self-incrimination	1,959350	0,578273	0,334400

Source: authors' own development

The second cluster includes 25.5% of respondents (Table 10). This is about a quarter of all respondents, and their most characteristic feature is openness to the world. Despite the trials of the Russian-Ukrainian war, they have retained a developed emotional awareness and empathy, and a generally positive attitude towards people. They demonstrate flexibility of behaviour depending on the situation, focus on cooperation with others, and tend to seek out like-minded people. Students in the second cluster view the current situation as a challenge that can be overcome by joint efforts. They are motivated, able to both provide support and ask for it, demonstrate creativity, and demonstrate developed self-management skills.

Table 10: Descriptive statistics for the second cluster

Nº	Parameters	Average	Standard deviation	Dispersion
1.1.	Emotional awareness	2,686275	0,468623	0,219608
1.2.	Managing your emotions	2,000000	0,000000	0,000000
1.3.	Self-motivation	2,666667	0,476095	0,226667
1.4.	Empathy	2,725490	0,450707	0,203137
1.5.	Recognise other people's emotions	2,254902	0,627475	0,393726
2.1.	Identification of emotions	2,333333	0,476095	0,226667
2.2.	Facilitating emotions	2,666667	0,476095	0,226667
2.3.	Understanding emotions	2,294118	0,641689	0,411765
2.4.	Managing emotions	2,176471	0,385013	0,148235
3.1.	Time orientation	2,431373	0,500196	0,250196
3.2.	Support	2,843137	0,367290	0,134902
3.3.	Value orientation	2,392157	0,493090	0,243137
3.4.	Flexible behaviour	2,411765	0,668625	0,447059
3.5.	Sensitivity	2,333333	0,476095	0,226667
3.6.	Spontaneity	2,647059	0,482640	0,232941
3.7.	Self-respect	2,392157	0,493090	0,243137
3.8.	Self-acceptance	2,529412	0,504101	0,254118
3.9.	Ideas about human nature	1,901961	0,300327	0,090196

Nº	Parameters	Average	Standard deviation	Dispersion
3.10.	Synergy	2,843137	0,367290	0,134902
3.11.	Acceptance of aggression	2,215686	0,415390	0,172549
3.12.	Contactability	2,450980	0,502543	0,252549
3.13.	Cognitive needs	2,078431	0,523188	0,273726
3.14.	Creativity	2,647059	0,657983	0,432941
4.1.	Openness	2,392157	0,493090	0,243137
4.2.	Self-confidence	2,627451	0,488294	0,238431
4.3.	Self-management	2,509804	0,504878	0,254902
4.4.	Mirror self	2,843137	0,367290	0,134902
4.5.	Intrinsic value	2,294118	0,641689	0,411765
4.6.	Self-acceptance	2,784314	0,415390	0,172549
4.7.	Self-attachment	2,333333	0,476095	0,226667
4.8.	Conflicts	1,549020	0,502543	0,252549
4.9.	Self-incrimination	1,745098	0,627475	0,393726

Source: authors' own development

The third cluster comprises 13% of respondents (Table 11). This is about one-eighth of all respondents, and their most distinctive feature is their focus on active life actions, on winning both in the general sense and in the context of the Russian-Ukrainian war. They have developed skills of managing their own emotions and a high level of recognising other people's emotions, have formed value orientations, and have an understanding of how to act. The respondents in the third cluster have strong self-respect and self-worth, and high cognitive needs. Compared to the representatives of the second cluster, they are more prone to individual struggle in life and consider aggression as a necessary element of this struggle. They build their own life trajectory and are focused on defending their own principles and beliefs.

Table 11: Descriptive statistics for the third cluster

Nº	Parameters	Average	Standard deviation	Dispersion
1.1.	Emotional awareness	2,346154	0,485165	0,235385
1.2.	Managing your emotions	3,000000	0,000000	0,000000
1.3.	Self-motivation	2,346154	0,485165	0,235385
1.4.	Empathy	2,307692	0,470679	0,221539
1.5.	Recognise other people's emotions	2,346154	0,485165	0,235385
2.1.	Identification of emotions	3,000000	0,000000	0,000000

Nº	Parameters	Average	Standard deviation	Dispersion
2.2.	Facilitating emotions	2,000000	0,000000	0,000000
2.3.	Understanding emotions	3,000000	0,000000	0,000000
2.4.	Managing emotions	2,346154	0,485165	0,235385
3.1.	Time orientation	2,307692	0,470679	0,221539
3.2.	Support	2,692308	0,470679	0,221539
3.3.	Value orientation	2,653846	0,485165	0,235385
3.4.	Flexible behaviour	2,000000	0,000000	0,000000
3.5.	Sensitivity	1,961538	0,823688	0,678462
3.6.	Spontaneity	1,653846	0,485165	0,235385
3.7.	Self-respect	3,000000	0,000000	0,000000
3.8.	Self-acceptance	2,692308	0,470679	0,221539
3.9.	Ideas about human nature	2,307692	0,470679	0,221539
3.10.	Synergy	2,000000	0,000000	0,000000
3.11.	Acceptance of aggression	2,653846	0,485165	0,235385
3.12.	Contactability	2,000000	0,000000	0,000000
3.13.	Cognitive needs	3,000000	0,000000	0,000000
3.14.	Creativity	2,000000	0,000000	0,000000
4.1.	Openness	1,961538	0,823688	0,678462
4.2.	Self-confidence	2,346154	0,485165	0,235385
4.3.	Self-management	2,653846	0,485165	0,235385
4.4.	Mirror self	2,000000	0,000000	0,000000
4.5.	Intrinsic value	3,000000	0,000000	0,000000
4.6.	Self-acceptance	2,692308	0,470679	0,221539
4.7.	Self-attachment	3,000000	0,000000	0,000000
4.8.	Conflicts	1,346154	0,485165	0,235385
4.9.	Self-incrimination	1,692308	0,470679	0,221539

Source: authors' own development

The limitations of the study relate to the peculiarities of the student sample as a representative of Ukrainian society. Firstly, these representatives of society are the most active part of it, so their life position may not be enriched by that of the rest of Ukrainians; secondly, they are overwhelmingly young people, which means that their emotional,

motivational, and value spheres differ significantly from those of the older generation; thirdly, the sample covers only those who have access to information and communication technologies, which leaves out Ukrainians who do not have this opportunity. However, the study is not too narrow. Studying at a higher education institution brings together people who differ in social, cultural, national, psychological, and geographical criteria, and thus the student body as a class is heterogeneous. In view of the above, the empirical study based on the student sample sufficiently reflects the general trends in social orientation.

6. Conclusion

The impact of the Russian-Ukrainian war 2014-present November 2023 on the general mental state of Ukrainians is undeniable. The study found no fundamental differences in emotional intelligence and self-actualisation characteristics by gender. It can be assumed that emotional and sensory and behavioural and reactive manifestations are more related to individual and personal characteristics than to -gender.

The analysis revealed that the respondents, as representatives of the entire Ukrainian society, can be divided into three groups. The first, the most numerous, includes people who are experiencing the ongoing war and related social and personal challenges. The second group, which is medium in size, includes those who have adapted to the current course of events and are focused on uniting around the idea of victory and mutual assistance. The third and smallest group of respondents includes those who prefer to fight the challenges of fate on an individual basis. Thus, against the backdrop of pronounced uncertainty and confusion in society, there are those who are able and willing to defend the civilisational choice of Ukrainian society, making every effort both individually and collectively. The study proved that an active part of Ukrainians perceives the Russian-Ukrainian war as a difficult challenge, but not a sentence. The overall level of emotional intelligence and self-actualisation of Ukrainians demonstrates their ability and willingness to communicate effectively with other people, understand their own and others' emotional state, and focus on self-improvement and improving the overall situation in society.

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