QUALITY OF LIFE

IN THE GLOBAL UNCERTAINTY

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Quality of Life
in the Global Uncertainty Dimensions

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Scientific editors: Tadeusz Pokusa,
Tetyana Nestorenko

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Publishing House:
The Academy of Applied Sciences – Academy of Management and Administration in Opole
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1.9. Assessment of the quality of professional life and resilience of women scientists in the conditions of globalization

In the modern world, the concept of quality of life is increasingly considered a multidimensional category that encompasses economic, social, and psychological aspects. For women scientists operating in a dynamic globalized environment, quality of life is determined not only by material or professional indicators, but also by subjective feelings of fulfillment, balance, inner harmony, and social support (Sadova-Chuba et al., 2023). In the context of globalization, the role of women in science is being redefined – from being the performers of academic functions to being active subjects of innovation, leadership, and social responsibility. Despite the growing number of publications devoted to the issue of the quality of life of specialists in the humanities, the psychological resilience of women scientists remains insufficiently addressed in the domestic scientific discourse, which underscores the relevance of the chosen topic.

The behavioral patterns of women scientists reflect their adaptation to the complex requirements of the professional environment and transformations in the socio-cultural space. These patterns cover both individual self-development strategies and models of interaction with the academic community, students, and international partners (Tsybuliak et al., 2025). Among the key characteristics of the behavioral models of modern women scientists are a high level of self-regulation, a tendency to multitask, emotional stability, an orientation to continuous learning, and support for collegial interaction. These characteristics form the basis for maintaining psychological well-being and improving the quality of life in conditions of growing competition and instability.

At the same time, globalization processes pose several new challenges to women scientists, particularly the need to balance scientific activity with family responsibilities, participate in international projects, meet increased demands

for mobility, demonstrate proficiency in foreign languages, and develop digital competencies. These factors form a complex system of external and internal influences that determine the specificity of behavioral patterns – from hyperproductivity and perfectionism to the risk of emotional exhaustion. A dynamic balance between professional achievements, psychological well-being, and social support characterizes quality of life in this context. Analysis of the behavioral strategies of women scientists reveals that psychological factors such as self-efficacy, positive thinking, empathy, the development of flexible skills, and the ability to reflect play a key role in maintaining a high quality of life. Self-efficacy fosters self-confidence and contributes to the constructive overcoming of academic life's challenges. Positive thinking enhances intrinsic motivation and reduces anxiety, and empathetic interaction with students and colleagues supports an atmosphere of psychological safety. A high level of soft skills development enables women scientists to effectively integrate into international research communities and excel in cross-cultural projects (Skevington et al., 2024).

A significant trend is the shift from individualistic models of professional growth to collective forms of support, mentoring, and cooperation. Many universities are creating communities of women scientists that provide psychological support, promote the exchange of experiences, foster the development of professional solidarity, and cultivate a sense of belonging to the academic community. Such network connections increase the level of social capital, reduce the risk of isolation, and have a positive impact on the overall quality of life, which is consistent with the findings (Kwiek, 2024) on the increasing role of inter-institutional forms of interaction in female scientific teams. The behavioral patterns of women scientists reflect not only their personal characteristics but also the socio-cultural context in which they conduct their professional activities. They combine traditional values of humanism and public service with innovative models of self-realization and global mobility. A balanced combination of professional activity, personal development, and

social participation forms a holistic image of a modern female scientist, for whom the quality of life is the result of harmony between external achievements and an internal state of satisfaction.

The purpose of this study is to investigate the level of professional quality of life and resilience among female scientists in higher education institutions in Ukraine, in the context of global challenges. The object of the study is the psychological factors of the quality of professional life, and the subject is the relationship between the level of resilience and indicators of professional well-being of female scientists.

The study involved 58 female scientists aged 25 to 66 years (mean age – 41.3 ± 10.9 years). The length of scientific and pedagogical activity ranged from 2 to 35 years (mean – 14.8 ± 9.4 years). The survey was conducted online using Google Forms in April 2025. The methods used were: professional quality of life (ProQOL-Health, adapted version), which measures job satisfaction, level of social support, intensity of experienced burnout, moral suffering and secondary stress; Connor-Davidson Resilience Scale (CD-RISC-10), which assesses the level of psychological resilience; author's questionnaire for collecting sociodemographic and contextual data (field of science, scientific degree, level of publication activity, participation in international projects). The selection of these instruments was based on their validity, reliability, and previous use in studies of occupational stress in the academic environment. Statistical analysis was performed in Excel 2021 using descriptive statistics, coefficient of variation (V), and Pearson correlation analysis.

The summarized results of the resilience assessment are presented in Table 1.

Means, medians, and modes are close to each other in all groups, indicating an approximately symmetrical and uniform distribution of the data. The total coefficient of variation of 20.1% suggests moderate interindividual variability. The resilience indicator increases with increasing experience: from 27.6 points (up to 10 years) to 31.8 points (over 20 years). The difference between the youngest and most experienced groups is 4.2 points on a scale of 0-40 (≈ 10.5% of the range).

At the same time, the increase in the mean is accompanied by a decrease in variability (V: 22.1% → 14.8%), i.e., with experience, resilience not only increases, but also becomes more stable.

Table 1. Descriptive statistics of the results on the CD-RISC-10 resilience scale in female scientists

Subject groups	**Mean (M)**	**Mode (Mo)**	**Median (Me)**	**Standard deviation (σ)**	**Coefficient of variation (V, %)**
Total sample (n = 58)	29,4	30	29	5,9	20,1
Scientists with up to 10 years of experience (n = 18)	27,6	28	27	6,1	22,1
Scientists with up to 20 years of experience (n = 25)	29,1	29	29	5,4	18,6
Scientists with over 20 years of experience (n = 15)	31,8	32	32	4,7	14,8

The tendency for resilience to increase with experience is consistent with the notion of resilience as a dynamic, trained trait that is formed in the process of professional socialization, the accumulation of coping strategies, social capital, and a sense of self-efficacy. This also explains the decrease in variability in the group with more experience: standards of professional behavior and social support make personal resilience more uniform. For younger female scientists, lower mean values and higher coefficients of variation may reflect a less structured system of psychological defense mechanisms and coping strategies, increased uncertainty in career trajectories, and an insufficient level of social support in the academic environment.

Modern reviews emphasize that resilience is amenable to development and is strengthened through targeted interventions (coping training, reflection, mindfulness micropractices, mentoring, etc.). This logic resonates well with the revealed gradient dynamics over experience.

The study's results confirm the general trend identified in modern scientific works regarding the developmental nature of resilience.

Thus, O. Kokun (Kokun, 2025) demonstrated that resilience is not a fixed property, but rather a dynamic quality that is formed through life experiences and professional development. The author notes that with age and the accumulation of successful coping strategies, a person demonstrates greater resistance to frustration factors, as well as higher coherence of personal resources. This conclusion is consistent with the data obtained: the average resilience indicators gradually increase from younger to more experienced female scientists, and the coefficient of variation decreases, indicating a stabilization of personal resources over time.

Researchers of the emotional resilience of professionals in helping professions have found that the level of resilience depends to a large extent on organizational support – in particular, on the availability of supervision, self-regulation training, and mentoring (Grant, & Kinman, 2014). This correlates with our results: experienced female scientists who have wider social and professional networks demonstrate higher and more stable levels of resilience.

Recent research has demonstrated that institutional support for the mental health of academic staff during wartime is a significant predictor of their professional well-being (Tsybuliak et al., 2025). In particular, participation in psychological assistance programs, access to counseling, and support groups are correlated with higher levels of resilience. Our results are consistent with these findings: older female scientists who have been in the academic interaction system for longer have a higher average score and lower variability, which may reflect the cumulative effect of socio-professional support.

The global results of a study conducted within the framework of the WHOQOL program demonstrate that the “ecology of women’s lives” – encompassing domestic, social, and professional conditions – is a decisive factor in their overall well-being and mental health (Skevington et al., 2024). Our results are consistent with this

approach: increased resilience in experienced female scientists may reflect the effect of a more stable professional ecology, characterized by established support networks, load balancing, and adaptation to the stressors of the academic environment.

Thus, the agreement of our empirical data with the results of previous studies confirms the understanding of resilience as a dynamic resource that grows with experience, social support, and professional maturation.

The summarized results of the distribution of female scientists by resilience level are presented in Table 2.

Table 2. Resilience levels of female scientists (N = 58)

Resilience levels	**Number (n)**	**Share (%)**
High	14	24,1
Medium	32	55,2
Low	12	20,7

The majority of the women studied have an average level of resilience, indicating that the indicators are centered in the average range with relatively close shares of “extreme” levels. The predominance of the average level, combined with the presence of noticeable shares of both high and low levels, indicates the heterogeneity of stress resistance resources in the academic environment. Some scientists already have well-developed stress coping mechanisms, while others are still in the process of formation. The profile, characterized by an average level of dominance and significant shares of extreme categories, suggests the feasibility of level-differentiated interventions: basic (to increase resilience in the group with a low level) and in-depth (to consolidate skills in the group with a high level). For the group with a low level – self-regulation training, development of effective coping strategies, mentoring support; for the group with a medium level – training in flexible thinking, prevention of exhaustion; for high-level – programs for maintaining and replicating "best practices" in teams (internal mentoring).

Experts emphasize methodological and career inequalities in female academic work; such contexts can explain the heterogeneity of our distribution (the presence of both low and high levels) and suggest directions for institutional interventions (Kwiek, & Szymuła, 2024).

Thus, the distribution of resilience levels indicates a dominance of the middle level with a significant representation of both high and low levels. This is consistent with the idea of resilience as a dynamic and trained resource, sensitive to individual (coping strategies, reflection) and organizational (supervision, mentoring, support programs) influences. For practice, this justifies the use of level-differentiated measures to strengthen resilience in academic teams.

The average level of resilience, characteristic of the majority of respondents, can be considered as a sign of adaptive potential sufficient to maintain productive professional activity. However, this level requires targeted support through systematic psycho-prophylactic measures aimed at developing emotional self-regulation skills, stress management, forming conscious strategies for self-preservation, and restoring personal resources. Such programs should be integrated into the activities of higher education institutions, which aligns with modern European approaches to ensuring the quality of life for academic staff.

The results of the correlation analysis are presented in Table 3.

Table 3. Features of the relationship between experience in scientific and pedagogical activity and resilience

Indicator	**Resilience**
Experience in scientific and pedagogical activity	0,41

The results of the correlation analysis indicate a moderate direct relationship between the length of scientific activity and the level of resilience ($r = 0.41$; $p \leq 0.05$). This means that with increasing professional experience, female scientists, as a rule, demonstrate higher indicators of stress resistance and adaptability. The relationship

is not excessively strong, which suggests the influence of additional factors, such as individual resources, emotional support, the nature of the academic environment, or work-life balance. Experts have demonstrated that resilience increases with life experience and the accumulation of effective coping strategies, which is entirely consistent with our positive correlation (Kokun, 2025). The level of emotional resilience in professionals in helping professions increases due to systemic organizational support (supervision, mentoring) (Grant, & Kinman, 2014). A similar trend is evident in the field of academic work, where an extended stay in an institutional environment contributes to the formation of more stable self-regulation skills. The involvement of scientific and pedagogical workers in institutional mental health support programs is positively associated with their subjective well-being (Tsybuliak et al., 2025). Therefore, the accumulation of professional and social connections over time can act as a factor in increasing resilience. The global study of the WHOQOL Group emphasizes that the stability of the living and professional environment is decisive for the psychological well-being of women (Skevington et al., 2024). This also explains the positive correlation between the length of scientific activity and resilience in our sample. Thus, the obtained positive relationship between length of service and resilience confirms that professional experience acts as a resource for developing resilience, contributing to the formation of more flexible coping strategies and increased psychological adaptability. The results are consistent with international and Ukrainian studies.

The positive correlation found between the duration of professional experience and the level of resilience suggests the cumulative nature of developing psychological strategies for coping with stress. Over the years, female scientists have developed the ability to allocate emotional and cognitive resources more effectively, demonstrate a higher tolerance for uncertainty, and maintain professional motivation even in times of crisis. At the same time, younger researchers, who are still forming

their professional identity, require increased attention in the form of mentoring, supervision, and psychological and pedagogical support.

Preventing emotional burnout requires a systemic approach, which includes not only individual mastery of self-regulation techniques but also the creation of a favorable socio-psychological climate in universities. It is advisable to implement corporate mental health support programs, stress management training, facilitation groups, and mentoring programs for mutual assistance. Academic communities of women scientists play a unique role in this process, providing mutual support, sharing experiences, and fostering a sense of professional solidarity.

The results obtained provide grounds to argue that developing resilience is an essential direction in fostering a culture of psychological safety in the academic environment. Its increase contributes not only to improving the quality of life but also to enhancing scientific productivity, increasing the level of innovation, and fostering harmonious interpersonal relationships within teams.

To enhance the level of psychological resilience and prevent emotional exhaustion, it is advisable to develop and implement a comprehensive program for the development of resilience among female scientists in higher education institutions. Such a program should aim to create sustainable self-regulation skills, replenish personal resources, and enhance internal motivation for professional activity. Its structure may include several interrelated components.

The psychoeducational component involves familiarizing participants with the nature of stress, the concept of resilience, its cognitive, emotional, and behavioral mechanisms, as well as conducting seminars and workshops with specialists in the field of mental health psychology. The developmental component aims to develop emotional self-regulation skills, master mindfulness techniques, and utilize body-oriented and creative methods for resource recovery. The social-communicative component is designed to develop skills in constructive communication, facilitation,

and collaboration in academic teams, and also involves creating support groups for women scientists.

A critical component is the mentoring system, which is implemented through a mentoring program that combines junior researchers with experienced scientists to exchange knowledge, foster a professional identity, and provide emotional support. The reflective and analytical component involves keeping personal diaries to foster professional self-awareness, conducting periodic self-assessments of stress levels, and monitoring the dynamics of changes in resilience indicators.

Organizationally, such a program can be implemented based on psychology departments, mental health centers, or university personnel support services, in the format of short-term modules, trainings, or online courses. Its effectiveness can be assessed by repeated measurement of resilience indicators (CD-RISC-10) and a questionnaire on the level of professional well-being.

The expected results of the program are an increase in emotional stability, self-confidence, a reduction in manifestations of professional burnout, an increased sense of involvement in the academic community, and the formation of a culture of psychological safety in higher education. The implementation of such initiatives will help improve the quality of life of female academics and strengthen the human resources potential of universities (Bogdan, 2025).

Prospects for further research include a comparative analysis of gender differences in resilience, examining the impact of organizational and cultural factors on the psychological resilience of female academics, and developing a comprehensive model of psychological support for female scientists that considers the specificities of the domestic socio-cultural context. Such research can serve as a basis for developing national strategies to ensure mental health and quality of life in Ukraine's higher education system.

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1.7. ***Dariusz Rogowicz*****. Uniform as a response – Youth facing the challenges of global concern.** In the era of late modernity, characterized by individualism and anti-authoritarian attitudes, the growing interest of young people in career paths within uniformed services constitutes a phenomenon replete with apparent contradictions. This article advances the thesis that this phenomenon does not represent a regression, but rather a complex psychosocial adaptation to the unique conditions of contemporaneity, referred to as "global anxiety." It is argued that the choice of a uniformed career functions as a defensive mechanism that enables the management of existential anxiety arising from a "polycrisis." This polycrisis constitutes a specific entanglement of threats associated with climate change, socio-political instability, economic precarity, and digital atomization. The analysis, based on a synthesis of Polish studies and an extensive review of international literature, demonstrates that the uniform becomes a tangible symbol and an institutional anchor that facilitates the restoration of a sense of order, identity, purpose, and agency. Terror Management Theory is adopted as the primary theoretical framework, as it explains how chronically heightened mortality salience motivates young people to seek heroic worldviews, embodied by the uniformed services.

1.8. ***Yevheniia Bazyka.*** **Quality of life characteristics of pre-retirement age women during military times.** This article examines the quality of life characteristics of Ukrainian women in late adulthood (ages 50-65) amidst the ongoing military conflict and social uncertainty. The research highlights that while this period is often viewed as a "triple crisis" involving professional, existential, and physiological challenges, recent scientific data suggests it is also a "golden age" where psychological functioning, strategic thinking, and emotional maturity reach their peak. Using an adapted quality of life questionnaire, the study analyses how different social statuses – working professionals, housewives, and the unemployed – impact subjective life satisfaction and the ability to manage stress during wartime.

The results of the empirical study demonstrate a significant correlation between professional employment and higher quality of life indicators. Employed women with continuous work experience showed the highest levels of satisfaction regarding personal achievements, social support, and optimism compared to housewives and unemployed women. Conversely, unemployed women exhibited the lowest levels of self-control and the highest levels of mental stress and negative emotions. The author concludes that professional self-actualization serves as a vital resource for overcoming life and work stress, effectively offsetting the psychological difficulties associated with aging during a period of war.

1.9. ***Zhanna Bogdan, Natalia Afanasieva, Tetyana Blyznyuk.*** **Assessment of the quality of professional life and resilience of women scientists in the conditions globalization.** The article explores the issue of professional quality of life and psychological resilience of women scientists in the context of global transformations. Resilience is presented as a dynamic resource that helps overcome professional stress, maintain emotional balance, and enhance well-being in the academic environment. The development of resilience is closely related to social support, self-efficacy, and participation in professional communities. The paper substantiates the need for comprehensive programs aimed at strengthening resilience through psychoeducational, mentoring, and reflective approaches. It is concluded that institutional support for mental health is a key factor in improving the quality of professional life and fostering the academic potential of women scientists.

About the authors

Chapter 1. Psychosocial factors and personal resources in times of crisis

1.1. *Liudmyla Chernukha*
Nataliia Hresa
Kharkiv National University of Internal Affairs, Kharkiv, Ukraine.

1.2. *Mykola Didukh*
State Institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky", Odesa, Ukraine.

1.3. *Olena Tkachuk*
Vladimir Dahl East Ukrainian National University, Kyiv, Ukraine.

1.4. *Tadeusz Pokusa*
Mykola Ohiienko
Filip Pokusa
The Academy of Applied Sciences – Academy of Management and Administration in Opole, Opole, Poland.

1.5. *Svitlana Danylchenko*
Olga Tarasova
Olena Dolzhykova
Kherson State University, Kherson – Ivano-Frankivsk, Ukraine.

1.6. *Liliia Kobylnik*
Bogdan Khmelnitsky Melitopol State Pedagogical University, Zaporizhzhia, Ukraine
Sabina Radzhabova
Bohdan Khmelnytskyi National University, Cherkasy, Ukraine
Snizhana Stepanova
Horlivka Institute for Foreign Languages of the State Higher Educational Institution "Donbas State Pedagogical University", Dnipro, Ukraine.

1.7. *Dariusz Rogowicz*
The Academy of Applied Sciences – Academy of Management and Administration in Opole, Opole, Poland.

1.8. *Yevheniia Bazyka*
Odesa National University named I. I. Mechnikov, Odesa, Ukraine.

1.9. *Zhanna Bogdan*
Natalia Afanasieva
Tetyana Blyznyuk
Simon Kuznets Kharkiv National University of Economics, Kharkiv, Ukraine.

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