



The Influence of Hardiness on the Effectiveness of Students' Adaptation During the Hostilities **La Influencia de la Dureza en la Eficacia de la Adaptación de los Estudiantes Durante las Hostilidades**

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ABSTRACT

The article aims to study the relationship between the hardiness level and the effectiveness of students' adaptation to new learning conditions during the hostilities. The research involved testing methods, questionnaire survey, and peer review. The following techniques were used: the Purpose-in-Life Test, Maddi's Hardiness Survey, Strategic Approach to Coping Scale, and Test of Personal Adjustment. For statistical analysis were used: Pearson's correlation coefficient, Student's t-test, Kolmogorov-Smirnov test. It was established that the average values of the scales of the Hardiness Test in almost healthy girls and boys in comparison with standard data differ in the positive direction on all scales of the test. For several qualitative characteristics of adaptability, the indicators of the experimental group are higher than those of the control group: the results of the experimental group significantly exceed the control group for the “Acceptance of others” indicator. The experimental group obtained a significant advantage in terms of emotional comfort and internal control. The study helped to reveal the connection between resilience and the effectiveness of students' adaptation during hostilities. A direct relationship between high hardiness and more effective adaptation was proved. That is, it became possible to make students' adaptation more efficient by increasing their hardiness. The study will be helpful for managers of higher education institutions, teachers, and students who care about the effectiveness and safety of the educational process during hostilities.

Keywords: Anti-crisis management, crisis psychology, higher school, innovative education, martial law.

RESUMEN

El artículo tiene como objetivo estudiar la relación entre el nivel de rusticidad y la efectividad de la adaptación de los estudiantes a las nuevas condiciones de aprendizaje durante las hostilidades. La investigación involucró métodos de prueba, cuestionarios y revisión por pares. Se utilizaron las siguientes técnicas: la Prueba de Propósito en la Vida, la Encuesta de Resistencia de Maddi, la Escala de Enfoque Estratégico para Afrontamiento y la Prueba de Ajuste Personal. Para el análisis estadístico se utilizaron: coeficiente de correlación de Pearson, prueba t de Student, prueba de Kolmogorov-Smirnov. Se estableció que los valores promedio de las escalas de la prueba de resistencia en niñas y niños casi sanos en comparación con los datos estándar difieren en la dirección positiva en todas las escalas de la prueba. Para varias características cualitativas de adaptabilidad, los indicadores del grupo experimental son superiores a los del grupo control: los resultados del grupo experimental superan significativamente al grupo control en el indicador “Aceptación de los demás”. El grupo experimental obtuvo una ventaja significativa en términos de comodidad emocional y control interno. El estudio ayudó a revelar la conexión entre la resiliencia y la eficacia de la adaptación de los estudiantes durante las hostilidades. Se comprobó una relación directa entre alta rusticidad y una adaptación más efectiva. Es decir, se hizo posible

hacer más eficiente la adaptación de los estudiantes aumentando su resistencia. El estudio será útil para los administradores de instituciones de educación superior, profesores y estudiantes que se preocupan por la eficacia y seguridad del proceso educativo durante las hostilidades.

Palabras claves: Gestión anticrisis, educación innovadora, escuela superior, ley marcial, psicología de crisis.

1. INTRODUCTION

1.1. Relevance

The unprovoked criminal and brutal war of the Russian Federation against Ukraine changed all aspects of life. Military aggression provoked a wave of internally displaced persons (IDPs), including a large number of students of higher educational institutions (HEIs). Pedagogical science was set the task of creating effective pedagogical conditions for the adaptation of students in new realities. It is necessary not only to continue the educational process, but to make maximum efforts for the effective training of future specialists who will have to rebuild the country after the victory (Lakhtionova, & Trush, 2022).

The individual's adaptation to extraordinary psychological conditions is a process of active adaptation to certain norms and values of the social environment. The hostilities are those extraordinary psychological conditions. The concept of "adaptation" is perceived in sociology as a form of human behaviour adequate to personal qualities (Akopyan et al., 2019).

The adaptation is supposed to mean a prerequisite for the students' vigorous activity and the creation of the necessary conditions for its effectiveness. The student uses psychological hardiness-based protection of the individual as one of the adjustment tools. Three forms of adaptation can be distinguished:

- Physiological (adaptation of a person to the changed environmental and life conditions);
- Socio-psychological (adjustment of the human psyche to new living conditions);
- Academic (adaptation of students to the pedagogical system which is new for them) (Andrienko, 2021).

A student's performance in the learning process, and success as a young specialist in the future, directly depends on successful adaptation to crisis psychological conditions. Adaptation of students to study during the hostilities is both a criterion and a condition for the effectiveness of the educational process during the war. The following factors that determine the successful development of adaptation are distinguished: attitude to the chosen profession, initial state of health, structure of the educational process, organization of everyday life (Holdsworth & Sandri, 2021).

The result of students' adaptation to learning during the hostilities is their adaptability. It is achieved through the fulfilment of personal adaptation potential. Particular attention should be paid to factors that directly affect the students; adaptation to new psychological conditions. Hardiness level is one of the factors that has a direct impact on the adaptation effectiveness (Fernández-Batanero et al., 2021).

The problems of studying hardiness are inextricably linked with the problem of studying the individual's stress states. The concept of hardiness means primarily the psychological stability of an individual in stressful situations, which affect psychological health. Hardiness affects a person's perception of changes, the ability to use their internal resources to overcome difficult life situations. Hardiness has an activity and mental component. The mental component affects the motivation to interact with the world and surrounding people. The activity component creates opportunities for direct actions taken in order to overcome difficult life situations. Collectively, these components create protection for the individual against excessive stress and damage to psychological health (Zlyvkov, & Lukomska, 2022).

The student's active position regarding joint activities with his/her teammates and the teacher is a prerequisite for successful adaptation during the hostilities. The student independently determines the ways to achieve this or that educational goal, and the teacher creates the conditions for this. Young people's gaining new social learning experiences during the war requires them to develop new ways of behaving in such a way to be most successful (Case & Law, 2022). It should also be noted that students should not only worry about the continuity and efficiency of the educational process, but also ensure their own safety. The process of adaptation to new conditions takes quite long, and can cause student's psychological and physiological overstrain. This, in turn, can negatively affect the results of his/her educational activities (Dontsova, 2022).

1.2. Unexplored Issues

The study is necessitated by the insufficient coverage of the following issues in the scientific literature. There is a large range of studies that deal with the adaptation processes and the lack of current studies on the development of students' adaptive readiness for educational activities. There is a need to increase students' adaptive readiness for their educational activities and the lack of knowledge about the structure, dynamics, and coherence of the elements of this phenomenon. There is also a need for psychological and pedagogical support for the development of adaptive readiness for educational activities during the hostilities, which will contribute to the dynamic changes of the levels of structural elements of adaptive readiness. The above-stated issues gave grounds to formulate the research problem, which is to study the indicators, structure and dynamics of students'

adaptive readiness for educational activities during the hostilities, and the relationship of adaptability with other indicators.

1.3. The Aim

The aim of the article is to study the relationship between hardiness and the effectiveness of students' adaptation to new learning conditions related to the critical psychological environment caused by the hostilities.

1.4. Objectives/Question

1. Studying the respondents' hardiness level; formation of experimental and control groups depending on hardiness indicators.
2. Identifying the correlation between the students' hardiness level and their successful adaptation during the hostilities.

2. LITERATURE REVIEW

A number of the representatives of various sciences paid close attention to the complex process of human adaptation. The topic of adaptation to study at HEIs is more relevant than ever. It is necessary to pay attention to the importance of the influence of various factors on the students' adaptation to studying at the university and propose ways to solve this problem. There are different interpretations of the concept of human adaptation in various life conditions are given because a whole range of sciences is engaged in researching the problem. Bozkurt (2020) interprets adaptation as adjustment of the organism to external changing conditions. The researcher examines the process of student adaptation in the context of the development of the latest educational technologies aimed at its optimization. Jucan (2020) defines adaptation of a person as his/her adaptation to the conditions and norms determined by the types of work and the parameters of the socio-cultural environment in the context of the student's adaptation to the changing conditions of the environment, which is determined by the level of his/her development and the ability to act in accordance with the situation. The researcher's concept was reflected in the study of effective student assessment strategies, taking into account the adaptability to certain stressful factors of the educational process.

According to Ngoasong (2022), the adaptation is the prerequisite for the students' vigorous activity and the creation of the necessary conditions for its effectiveness. The author pays attention to adaptability to certain conditions, that is, the individual's ability to integrate into a new environment without conflict, as the students' level varies. The student uses the internal reserves of the psyche as one of the adaptation tools. Rizaldi et al. (2021) understood adaptability as the level of a person's actual adaptation to life, the relationship between his/her social status and satisfaction or dissatisfaction with himself/herself. According to the researchers, adaptability is manifested in conformity, and non-adaptability — in the mismatch of goals and results. The adaptability level can increase or decrease under the influence of upbringing and education, life conditions and lifestyle. Truța and Chiș (2021) point out that adaptation cannot be considered linearly: only as a mechanism of the influence of the social environment on the individual. The fact of the two-way influence of the individual and the social environment, and vice versa, is significant. So, the researchers described secondary adaptation as a process of adjusting oneself to the created social environment.

In the study that deals with the description of the adaptation mechanisms, Nestaiko (2022) considers the conditions that ensure the functioning of the personality in the situation of distortion of conditions, transformation of the mechanisms of functioning in the social environment. The author notes that a person adapts to conditions that hinder his/her personal growth when overcoming difficulties. Within the scope of this study, the concept of "adaptability" is close to its subject, which is interpreted as the deep potential of an individual, which ensures his/her inclusion and adaptation to the educational environment. Sidiropoulos (2022) studied students' adaptability to learning. According to the researcher, adaptability is the result of the adaptation process, the potential that allows the individual to integrate into any educational and professional environment, ensuring his/her functioning as an active subject.

Modern researchers often use the term "hardiness" in their writings. Maddi (1999) was the first to mention it in the works, it meant "endurance". According to the researcher, the hardiness level increases when an individual takes care of himself/herself, productively overcomes life's difficulties, as well as in case of social acceptance and support from others. The author also believes that resilience is a personality trait that is divided into three somewhat unrelated components: control, involvement and risk acceptance. Kokun (2021) also studied the phenomenon of hardiness. The author notes that it is extremely important to find correlations between various indicators of the psyche at the current stage of the development of psychological science. Therefore, the researcher notes the importance of studying the influence of vitality on other mental phenomena. It is impossible to ignore the topic of the perception of the hostilities by students and schoolchildren within the scope of this study. In their work, Meshko et al. (2022) note that the students' emotional state directly depends on the ability to adapt in difficult conditions. Both the family and communication between students, in which the teacher plays a significant role, help to make this process more effective.

3. METHODS

3.1. Research Design

Adaptation under the impact of critical stressogenic factors is a necessary function of the psyche for survival. The research of the impact of hardiness on the effectiveness of student adaptation during hostilities took place in several stages (Table 1).

Table 1: The plan of studying the influence of hardiness on the effectiveness of adaptation during the hostilities among students of HEIs of different years of study

Research stages and their objectives	Duration of the stage	Diagnostic methods	Subjects
SUMMATIVE STAGE: – Development of an experiment plan; – Selection of methods for determining the hardiness level; – Identifying the students' hardiness level; – Formation of control and experimental groups	March 2022 – May 2022	Methods of determining the hardiness level (Maddi's Hardiness Survey and Purpose-in-Life Test). Methods of statistical data processing.	254 students of different faculties of the 1 st – 4 th years of study
CONTROL STAGE: – Determining the effectiveness of adaptation of respondents with different hardiness levels. – Identifying the correlation between hardiness and adaptation of students during the hostilities; – Processing test results, summarizing and developing a plan for further research	May 2022 – June 2022	Methods of determining the effectiveness of student adaptation (Strategic Approach To Coping Scale and Test of Personal Adjustment). Methods of statistical data processing.	Students of different faculties of the 1 st – 4 th years of study: 118 people in the control and 136 in the experimental groups.

Source: prepared by the authors.

3.2. Sampling

The general population is limited to student youth. The cluster sample is simplified in terms of structure, norms and the representativeness, in terms of the range of examined categories of student youth, and consists of 254 respondents. The sample consists of 124 boys and 130 girls. This corresponds to the standards of the research plan and the goals of empirical confirmation: the systemic hardiness theory and adaptation of the psyche. The research was conducted at National Pedagogical Dragomanov University (Kyiv). The study involved students of the 1st-4th years of study of all faculties who were forced to become IDPs because of the armed aggression of the Russian Federation against Ukraine. This sample corresponds to the aim and objectives of the study. An expert group was also formed and included the teaching staff of the Department of Innovative Technologies for Teaching General Subjects.

3.3. Methods

1. Testing method (Maddi's Hardiness Survey, MHS (1999)). The Purpose-in-Life Test, PLT developed by the team of authors Crumbaugh and Maholick (1964) was used. The classic Test of Personal Adjustment, TPA developed by Rogers and Dymond (1954) was also used in the study.
2. Questionnaire survey. The Strategic Approach to Coping Scale, SACS (Hobfoll et al., 1994) is designed to identify coping strategies in difficult (stressful) situations.
3. Peer-review method. Students' performance analysis.

These methods are aimed at identifying various aspects of student adaptation. The chosen methods enable the selective selection of indicators interesting for research, avoiding general maladaptation factors.

3.4. Ethical Criterion

The research design is based on the principles of respect for the individual, gender equality, prevention of discrimination on any grounds, validity, professionalism, and consistency of conclusions. All stages of research correspond to generally accepted academic ethical principles. All respondents were asked to answer the test questions honestly. The respondents gave their consent for the personal data processing and the publication of research results.

3.5. Data Analysis

The Student's t-test was used for statistical processing, which was calculated according to the following formulas 1-2:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}} \quad (1)$$

where X_1 and X_2 designate samples; n_1 – the number of students at the input control; n_2 – the number of students at the final control, s means root-mean-square error.

$$s_x = \sqrt{\frac{1}{(n-1)n} \sum_{i=1}^n (x - x_i)^2} \quad (2)$$

The Kolmogorov-Smirnov test was also used, which was calculated by the formula 3:

$$\lambda = \frac{D}{\sqrt{\Sigma f}} \quad (3)$$

where D – the maximum value of the difference between the accumulated empirical and theoretical frequencies; Σf – sum of empirical frequencies.

The research results were obtained through qualitative and quantitative data processing. The tools of multivariate statistical analysis was used for greater objectivity. The following types of analysis were used in the logical sequence:

- Pearson's correlation coefficient was used to assess the relationship between two variables measured on a quantitative scale.
- Comparative analysis between groups of respondents.
- Factor analysis of indicators of each of the samples.

The article uses reliable research methods and data processing tools. The survey was conducted through Google Forms and the statistical data processing package Statistica 11.1.

4. RESULTS

First, it was necessary to form two groups of respondents with different hardiness levels. A hardiness study was conducted for this purpose, its results are presented in Table 2.

Table 2: Study of students' hardiness who were forced to temporarily change their place of residence because of the hostilities

Scales	1 st year of study	2 nd year of study	3 rd year of study	4 th year of study	Norm
Hardiness	27.45±4.97; (13+.0-38.0); Me=28.0; (24.0-31.0)	+24.11±5.39; *(13.0-38.0); Me=23.0; (21.0-24.0)	18.91±5.38;* #(5.0-27.0); Me=24.0; (16.0-28.0)	25.33±5.51; *(12.0-34.0); Me=25.0; (17.0-29.0)	24.00±7.00
Involvement	12.09±1.67; (7.0-13.0); Me=10.0; (9.0-13.0)	8.0±2.67; *(6.0-13.0); Me=7.0; (6.0-9.0)	8.21±3.17; * # (5.0-13.0); Me=8.0; (3.00-9.00)	7.89±2.51; *(1.0-13.0); Me=7.0; (5.0-11.0)	9.00±2.78
Control	10.01±1.04; (2.0-11.0); Me=10.0; (9.0-13.0)	7.45±1.98; *(3.0-11.0); Me=7.0; (6.0-10.0)	5.89±1.27; *#(2.0-8.0); Me = 7.0; (5.0-9.00)	8.03±2.44; *(3.0-11.0); Me=3.84; (3.00-5.00)	8.22±2.34
Risk acceptance	8.98±2.05; (3.0-12.0); Me=8.0; (7.0-10.0)	7.56±2.98; *(2.0-12.0); Me=9.0; (7.0-10.0)	6.19±2.01; *(2.0-12.0); Me=7.0; (4.0-9.0)	7.01±2.32; *(3.0-12.0); Me=6.0; (5.0-9.0)	7.45±2.25

*– high level of statistical significance of frequency differences at $p < 0.05$;

#– high level of statistical significance of frequency differences with Group 3 at $p < 0.001$;

◇– the level of statistical significance of frequency differences with Group 3 only at $p < 0.05$;

Source: prepared by the authors.

It was established that the average values of the scales of the Hardiness Test in healthy respondents compared to normative data differ in a positive direction on all scales of the test (differences are significant at $p < 0.001$ and $p < 0.05$). There is less than normal spread for these averages. A big gap was found at the minimum and maximum positions of values indicating a high degree of diversity of signs of vitality in practically healthy

students; they are more viable and tend to feel their own significance and value. They are characterized by the ability to find ways to influence difficult life events.

Those students who are open to new experiences and are convinced that everything that happens to them contributes to development have high values for the Risk Acceptance scale. Treating one's activity as a process of learning the surrounding world helps students to be open to learning, to perceive their successes and mistakes as a basis for building their professional identity and strengthening their professional position. From the first year of study, young people are able to perceive new situations as a challenge, not as a threat. By responding to what is happening, they can learn new things and learn more about themselves, which contributes to their development. In other words, developed hardiness is a condition and a sign of the mental health of a modern student.

It was established that there are no differences between boys and girls on the Involvement scale in the entire sample, which demonstrates the gender unity of the characteristics of involvement inherent in studentship. In other words, the obtained data coincide with the idea that the formation of gender differences is determined by the influence of the socio-cultural environment and is the result of the individual's assimilation of the system of social values as norms. Studying, communicating with fellow students is a source of a sense of involvement, as this quality equally reflects the studentship for both sexes.

It was found that the indicators of the test of the main components of hardiness of the second-year students were below the norm, and the third-year students — significantly below the norm, which reflects the continuum of individual variations of psychological distress. The number of respondents with diagnostic indicators of a low, conditionally average and high level of expressiveness of the studied characteristic was determined. According to this scheme, a quantitative analysis of the results reflecting the expressiveness of meaningful indicators of students' socio-psychological adaptability was performed. Table 3 presents the indicators of socio-psychological adaptation.

Table 3: Indicators of socio-psychological adaptation of students with different hardiness levels

	Control group, M±SD	Experimental group, M±SD
Adaptability	106.11±17.89	174.63±18.66
Maladaptation	111.35±21.22	98.28±20.11
Self-acceptance	24.94±7.87	57.25±8.11
Self-rejection	19.32±9.55	13.32±5.98
Acceptance of others	19.42±6.87	29.35±5.10
Rejection of others	14.84±8.2	13.46±5.78
Emotion comfort	23.22±5.29	27.89±4.50
Emotion discomfort	22.26±5.26	14.9±8.90
Internal control	29.89±6.59	46.15±7.22
External control	19.46±8.71	17.27±7.02
Dominance	12.01±1.67	11.98±3.34
Leadership	14.78±6.74	19.30±5.56
Escapism	13.67±4.22	15.89±4.56

Source: prepared by the authors.

According to a number of qualitative characteristics of adaptability, the indicators of the experimental group are higher than those of the control group ($p < 0.001$): the results of the experimental group significantly exceed those of the control group (29.35 ± 5.10) on the Acceptance of Others indicator. In terms of emotional comfort (27.89 ± 4.50), internal control (46.15 ± 7.22), a significant advantage was obtained in the experimental group. However, the indicators of the experimental group are lower than those of the control group ($t = -2.48$; $p < 0.05$) for the desire to dominate. The obtained indicators clearly confirm the opinion that adaptation requires a longer period of time and greater adaptive personal resources of students. It remains unclear whether students with low hardiness level can achieve the same level of adaptability as students with high hardiness level.

The results obtained for the degree of expressiveness of students' hardiness showed that it is higher in a person who has greater adaptability. A comparison of the indicators reflecting the hardiness level made it possible to state that students of different years do not have significant differences in terms of this personal characteristic. The established hardiness level corresponds to the statistical average for the subjects of the educational environment. Table 4 presents the results of the correlation analysis between all indicators. It was

established that the number of relationships between the indicators of the variables of the experimental group is less than that of the control group.

Table 4: Correlation of the relationship between adaptation and other variables

	Adaptation, Pearson's correlation	p-level	P _{correlation}
Indirect actions	r=-0.28	0.036	0.034
Associative actions	r=-0.31	0.008	0.015
Aggressive actions	r=-0.33	0.005	0.015
ADAPTABILITY	r=-0.51	<0.000	<0.000
Acceptance of others	r=-0.29	0.025	0.032

Source: prepared by the authors

The differences in the relationships between adaptation and other variables for the indicators of the two compared groups are that the correlation analysis of the indicators of the experimental group did not reveal a significant relationship between adaptation and self-management. In connection with the main relationship studied in the research, the reliability of the obtained results was confirmed. There is a significant positive correlation between hardiness and social adaptability ($r = 0.363$, $p < 0.001$). So, the result proves that hardiness is interrelated with the adaptability of students during the active phase of hostilities.

5. DISCUSSION

The development of the individual's hardiness is determined by the protective mechanisms of the psyche, attempts to protect the psyche from external stressogenic factors, and even the orientation of the protective mechanisms of the psyche to preserving the balance of the individual's mental state for further development. Zavhorodnia (2022) supports this point of view in her work, noting, in particular, the important role of hardiness during adaptation in special crisis situations. In the future, it is necessary to work on the development of hardiness indicators in order to more effectively overcome crisis states of the individual, as well as effectively overcome problematic situations in a person's life.

Hardiness, as a mental characteristic, can be an effective tool for overcoming stressful situations and a resource for positive self-attitude and perception of the surrounding world. Such authors as Tkachyshyna (2022) and Muafiah et al. (2022) mentioned that in their studies. However, the findings of Sizintsova (2022) indicated that self-reliance and self-control play an important role in the process of students' adaptation during the hostilities. At the same time, Soloviov (2022) considered the war as a strong stressogenic factor, which students can overcome only with the help of external factors.

The development of students' adaptation to learning during the hostilities is negatively affected by the difference in the organization of learning and teaching methods under normal and special conditions. New types of work with students are included in the practice of education to adapt students to new psychological realities in order to level this difference. Mehri (2022) and Maddi (2007) emphasized the importance of this process. In particular, the need to pay special attention to intra-personal factors promoting the adaptation of students in the uncertain conditions during the active hostilities is noted. It is necessary to emphasize the necessity of all kinds of stimulation of students to increase their level of self-esteem and hardiness. Communication among peers plays an important role in this process.

In their study, Nelson and Ionescu (2021) also call for a special role of intragroup communication processes among students. They can serve as external factors to improve the adaptation process. Involvement of advanced pedagogical technologies plays a major role in the students' adaptation during the hostilities. Bedenlier et al. (2020) mentions this necessity in their work. The authors believe that the latest, in particular, remote technologies for the provision of educational services will contribute to the effective psychological adaptation of students. However, according to Miller et al. (2021), distance educational technologies do not contribute to the social adaptation of students, which can cause psychological discomfort. The authors propose blended learning model to overcome this phenomenon.

The theoretical significance of the results is that the revealed mutual determinations of adaptability and hardiness expanded knowledge about the cognitive behavioural mechanisms of the adaptation process. The practical significance of the research results is related to the active psychological and pedagogical search for patterns, which necessitate the elaboration of technologies for optimizing the development of adaptability during the hostilities. Such support is especially necessary for the small but real group of students with low adaptive abilities and the risk of maladaptation in emergency situations. The results of the conducted pedagogical experiment enabled establishing that the adaptation level of the experimental group students is higher than that of the control group students, thereby confirming the relationship between hardiness and the effectiveness of adaptation.

6. CONCLUSIONS

The relevance of the study is based on the need to adjust the educational process in HEIs during the war. This necessitated the study of the impact of hardiness on the students' adaptation in specific critical conditions. *Conclusions based on the obtained results.* The success of students' adaptation in wartime is determined by four main factors: students' attitude to the chosen profession, initial state of health, structure of the educational process, arrangement of students' everyday lives. An active student's position, which is determined, in particular, by the hardiness level, is a necessary condition for successful adaptation. The student shall independently determine the ways to achieve a particular educational goal, and the teacher shall create the conditions for this. The student's hardiness determines the model of behaviour in a critical situation, which comprise the hostilities. The higher the hardiness level, the more efficient and quicker the adaptation process. *Applications.* The data obtained during the research can be used by all participants of the educational process in HEIs who are forced to work under the martial law. The research data may be of interest to both students, the administration and the teachers of HEIs. The results obtained during the research are intended to improve the conditions of students' adaptation. *Prospects for further research* include the issue of the students' adaptation to learning during the hostilities under different pedagogical conditions: distance, offline, blended, part-time learning.

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