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PECULIARITIES OF THE EMOTIONAL SPHERE OF THE STUDENTS OF THE DISPLACED HIGHER EDUCATIONAL INSTITUTIONS DURING QUARANTINE RESTRICTIONS DUE TO COVID-19

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ABSTRACT

This study explores the peculiarities of the emotional sphere of the students of the displaced higher educational institutions during quarantine restrictions due to coronavirus COVID-19. It has been found that the events in the East of Ukraine, which began in the spring of 2014, have been traumatically stressful for most residents of this territory and the internally displaced young persons. The fast-spreading COVID-19 has become a global challenge for the students. This process is turned to be a rapid one, and not every student can rapidly change the way of life and the type of learning activities. The students are in isolation, the emotions of them are not positive, and each student copes with this situation differently. They are to develop new strategies that benefit their psychological well-being. The emotional states of the students of the displaced higher educational institutions in the conditions of COVID-19 remain poorly understood. Thus, the significance of this problem and the lack of relevant psychological studies have determined the subject of our study. It also has been shown that the traumatic stress under the bygone circumstances and the quarantine restrictions due to coronavirus COVID-19 has not only made an impact on the students but continues to do so through various factors and reasons. The fear is caused not only by the past events but also by the concern about the fate of the relatives and classmates who still dwell on the occupied territory. It is normal to be concerned; moreover, the students are trying to develop their subjectively active efficient position.

KEYWORDS

emotional sphere, emotional state, displaced higher educational institution, post-traumatic stress reaction, accentuation, world view, quarantine restriction, learning activities

Introduction

Studying the peculiar characteristics of the emotional sphere of the students of the displaced higher educational institutions during quarantine restrictions due to coronavirus COVID-19 is of great significance for Ukrainian educational organizations because of double stress and the strain on the psyche. Ongoing reforms in Ukraine, the social and economic crises, the military conflict on the territory of Ukraine, the quick transition to the distance learning are the factors, that have negative effect on the process of education and the mental states of the students.

The events in the East of Ukraine, which began in the spring of 2014, have been traumatically stressful for most residents of this territory and the internally displaced young persons. The people have suffered from extreme traumatic situations that influence their psychophysiological state. Most of them have had to leave their cities and towns due to combat actions and the occupation of the territory. The region itself has nearly approached the edge of a humanitarian disaster because the municipal infrastructure has been significantly destroyed by using heavy combat weaponry and the marauding. Not only people had to leave the occupied territory but also all state establishments had to be internally displaced. Among these, we focus attention on the higher education students and lecturers who were forced to leave their homes and now continue studying and teaching beyond the occupied zone. They had to make a definite choice and have become internally displaced persons. Every day they undergo negative influence on their psychic state because of material problems and emotional imbalance. The latter relates to the fact that their families remain on the occupied territory, and thus they are constantly under stress [3].

Undoubtedly, extreme events, particularly warfare in the context of our paper, somehow influence a personality. The quality and the degree of this impact will differ depending on the individual psychological peculiarities of this or that person. It is noteworthy that there have been many fruitful studies in this sphere of research performed by psychologists. The frequent result involves posttraumatic stress disorder, internal psychological trauma, emotional alienation, aggression, anger, irritability, emotional disorders. A few researchers have emphasized the emotional problems in young people after resettlement [2], the posttraumatic stress disorder in migrants [1, 7]. However, these studies have some limitations. First, they are psychiatry-oriented, rather than psychology-oriented. Second, these studies mainly analyze emotional disorders. Third, they pay little attention to study psychological peculiarities of the psyche correctional course of negative emotional states in students of internally displaced higher education institutions after bygone traumatic experiences in the combat zone.

According to the Order of the Ministry of Education and Science of Ukraine № 1242 dated 31.10.2014 and the Order № 1416 dated 01.12.2014, Horlivka Institute for Foreign Languages of the State Higher Educational Institution «Donbas State Pedagogical University» has been moved from Horlivka to Artemivsk (Bakhmut), and Donbas National Academy of Civil Engineering and Architecture (DonNACEA) has been moved from Makiyivka to Kramatorsk until the end of the armed conflict. In fact, this fact means the creating new educational institutions on new place.

The fast-spreading COVID-19 has become a global challenge for the students. To stop the COVID-19 virus from spreading in Ukraine, on March 14, the Government of Ukraine has introduced the restrictions of movement and quarantine. It has been implemented online education by delivering all the lessons via online streaming. This process is turned to be a rapid one, and not every student can rapidly change the way of life and the type of learning activities. Not every student has access to online technologies needed to connect to the classes. Some of them have no parents and relatives alongside. This situation is traumatic for them. The students are in isolation, the emotions of them are not positive, and each student copes with this situation differently. They must develop new strategies that benefit their psychological well-being.

However, the emotional states of the students of the displaced higher educational institutions in the conditions of COVID-19 remain poorly understood. Thus, the significance of this problem and the lack of relevant psychological studies have determined the subject of our study.

The object of the research: the peculiar characteristics of the emotional sphere of the students of the displaced higher educational institutions.

The research aim: to analyze the peculiarities of the emotional sphere of the students of the displaced higher educational institutions during quarantine restrictions due to coronavirus COVID-19.

Methods of the research:

Mississippi Scale - MS [4] to measure the index of post-traumatic stress reactions of the students.

Leonhard-Smishek's Characterological Questionnaire [5] to define the types of accentuation of students' personality traits.

"World View" [7] to analyze individual peculiarities of students' image of the world.

Methods for the diagnosis of experience in activity [6].

Participants of the research

The sample was made up of 40 respondents aged 20-21. They represent two displaced higher educational institutions – Horlivka Institute for Foreign Languages of the State Higher Educational Institution «Donbas State Pedagogical University» and Donbas National Academy of Civil Engineering and Architecture.

Peculiarities of the emotional sphere of the students of the displaced higher educational institutions during quarantine restrictions due to covid-19

The Mississippi Scale aimed at the investigation of stress disorders (civic variant) has given us the following results: 15 students (37.5%) got up to 77 points and consequently have gained normal measurements. The major part, 25 people (62.5%), got from 78 up to 97 points and gained the measurements with certain symptoms of posttraumatic stress; these young people have certain symptoms of posttraumatic stress, i.e., they still have struggles and even fears. Nearly all the students gained maximum points responding to statements such as "I try to avoid everything that could remind me about what has happened to me before" and "I become restless and irritated over trifles." It is apparent that combat actions in the military conflict zone have influenced further development of the students. A great number of students are irritable and sometimes feel fear. They are worried and frightened and cannot calmly react to some or other events. One of the positive aspects is that the students do not have any signs of the clinical variant of posttraumatic stress disorder. It means that the students have escaped extreme variants and it is possible to bring the students' condition to the state of calm and balance by means of diagnosis and psychocorrective techniques.

Leonhard-Smishek's Characterological Questionnaire has given us the following results: among 40 people, who were questioned, there were such types of personality accentuation determined:

Table 1. The Number and Percentage of the Students according to the Types of Personality Accentuation (Leonhard-Smishek's Characterological Questionnaire)

Types of personality accentuation	The number of people	Percentage %
Cyclothymic type	5	12.5%
Anxious type	10	25.0%
Excitable type	4	10.0%
Demonstrative type	4	10.0%
Emotive type	5	12.5%
Unbalanced type	7	17.5%
Hyperthymic type	3	7.5%
Affective-ecstatic type	2	5.0%

The smallest number of people (5.0%) refers to the affective-ecstatic type, i.e., the students easily move from the state of exaltation to the state of grief: both exaltation and grief are the main typical features of this type of state. Next goes the hyperthymic type (7.5%) characterized by elated mood combined with optimism and high activity. The excitable type (10.0%) characterizes the students as impulsive and weak to control motives and impulsions. The same percentage (10.0%) refers to the demonstrative type, which means low mood, pessimism, fixation of the dark side of life, and slow reaction. 5 people (12.5%) refer to the emotive type, which is like the affective-ecstatic type though the reactions are less impulsive. The people of this type are particularly susceptible and sensitive. Another 5 people (12.5%) have the cyclothymic type of personality accentuation, which is observed in the fluctuating hyperthymic vs. dysthymic phases. A considerable number of the students (17.5%) belong to the unbalanced type, characterized by being disposed to a durable strong affect. Most of the students (25.0%) belong to the anxious type: they are prone to fears and timidity in their social environment.

The findings show that the students have been indeed affected by the bygone events in the occupied military conflict zone. The experiences have not only made an impact on the students but continue to do so through various factors and reasons such as fear for the fate of the relatives and friends who still dwell on the occupied territory and the ambiguousness of the future situation.

Table 2. The Number and Percentage of the Students according to the World View

World view types	The number of people	Percentage %
Immediate environment	6	15.0%
Metaphor	18	45.0%
Landscape	11	27.5%
Planetary world	5	12.5%

The "World View" technique has revealed the following results: 15.0% of the students have a reality picture of their surroundings, 45.0% see the world as an indirectly induced metaphor, the landscape image comes to the mind of 27.5% of the students, and 12.5% experience the world as a planet.

Table 3. The Number and Percentage of the Students according to the Types of Personality Accentuation (the World View technique)

Types of personality accentuation	The number of people	Percentage %
Extraverted rational	5	12.5%
Extraverted perceptive	10	25.0%
Extraverted sensitive	4	10.0%
Extraverted intuitive	4	10.0%
Introverted rational	5	12.5%
Introverted perceptive	7	17.5%
Introverted intuitive	3	7.5%
Introverted sensitive	2	5.0%

These results indicate that most of the participants have a mediated vision of the world, which is evident from the style and images of their pictures. Such a picture conveys a complex semantic content in the form of a complex image. Most of the pictures were emphatic, trying to render the atmosphere as well as the feelings. Analysis of the students' pictures has revealed that most of them consider themselves extraverts of the sensitive type whose main criterion of values is strength of feelings. Intuition is disregarded here most readily, which means that people of this type do not trust their inner perception but rely more on the opinion of others. A sense of objective fact is highly developed, so these are typically people for whom perception is a particular manifestation of life, its fullness. These young people do not strive for power; they are more interested in self-development. The major lifestyles of this type range from a tough seeker of pleasures to a refined artist. Repressed intuition can be developed in a fantasy-based jealousy, a state of agitation, various phobias, or obsessive symptoms. In such a case, it is very difficult to treat neurosis in a sensible way—any understanding often requires affective pressure.

We analyze the emotions towards learning activities of the students of the displaced higher educational institutions during quarantine restrictions due to coronavirus COVID-19 (Fig. 1).

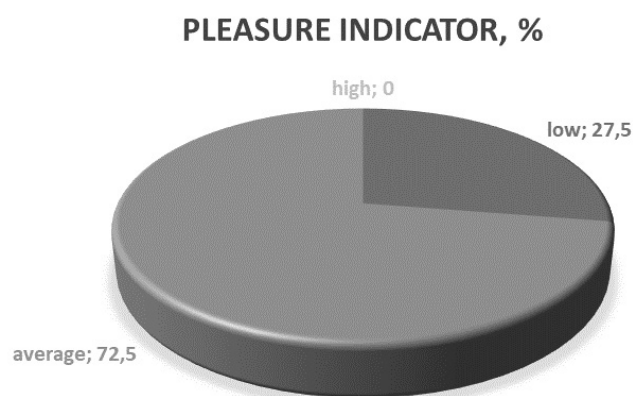


Fig. 1. Pleasure Indicator of Learning Activities

Learning activities of the students of the displaced higher educational institutions during quarantine restrictions due to coronavirus COVID-19 have positive emotional effect. It gives pleasure to 72,5% of the students, but it is not expressed at a high level. They enjoy learning activities and feel joy. It is worth paying attention to the fact that for 27,5% of the students feel negative emotions towards learning activities. They negatively perceive themselves as students, feel emotional estrangement, dissatisfaction. The students feel themselves isolated from the outside world. They lack positive impressions, face-to-face communication with classmates.

Figure 2 demonstrates the means of learning activities for the students of the displaced higher educational institutions during quarantine restrictions due to coronavirus COVID-19 (Fig. 2).

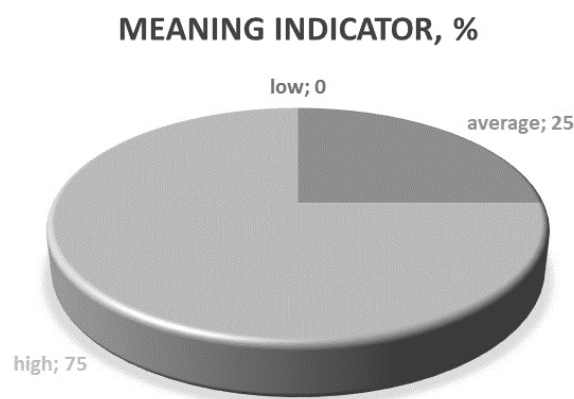


Fig. 2. Meaning Indicator of Learning Activities

As we can see, 75% of the students know why they are learning. Learning activities are meaningful to them. The classes are important to them. Although the lessons are conducted through online means the students attend them. For 25% of the students the classes are not important. They cannot find the significance of learning activities for their future. They have no intrinsic motivation to continue their studies in new environment and new conditions.

We analyze the mental force towards learning activities of the students of the displaced higher educational institutions during quarantine restrictions due to coronavirus COVID-19 (Fig. 3).

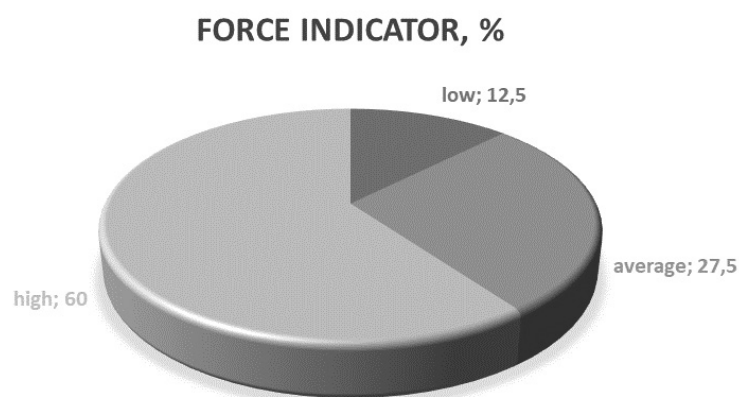


Fig. 3. Force Indicator of Learning Activities

As we can see, 60% of the students make a lot of efforts to achieve success in the learning activities. They feel tension while studying. It shows low digital literacy of the students. They are not inclined to participate actively in the classes and prefer to be only observers. Extreme conditions caused by quarantine restrictions have created a situation that the students need to use various modern information and communication tools. For many students, such conditions have become the stimulus to master these tools very quickly and to be an integral part of today's digital world. The students note a huge amount of independent and individual work.

Figure 4 demonstrates the index of feeling empty towards learning activities for the students of the displaced higher educational institutions during quarantine restrictions due to coronavirus COVID-19 (Fig. 4).

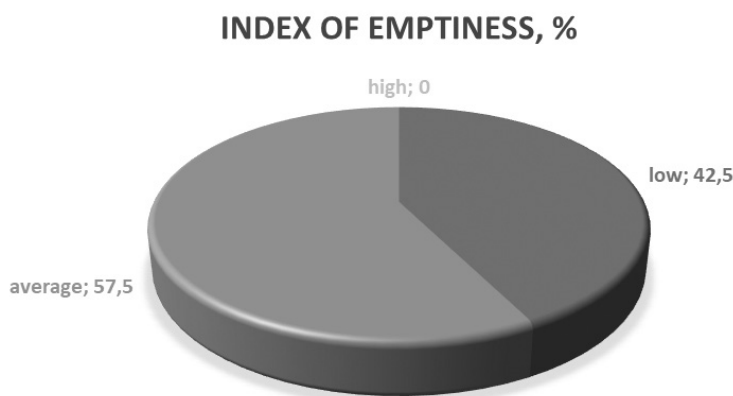


Fig. 4. The Index of Emptiness towards Learning Activities

As we can see, 57,5 % of the students have no feelings towards learning activities. They feel weary and bored because they lack interest in their current activity. They are looking for the sense of life. They are facing the problem of choosing a way of life. It is an emotional vacuum that is directly related to the feeling of loneliness.

Discussion

Military actions, acts of terrorism and other extreme events produce an obvious negative impact on the psyche of their victims. Post-stress disorders are the result of interaction between the personality's traumatic experience and the complex of factors with the decisive role of the victims' individual psychological characteristics in the formation of mental disorders. However, with the possibility of a wide PTSD range, a psychical trauma in general affects the personal structure of people—all its components from the conception of the world to the image of "I", which leads to varying the disintegration degree of the personality's affective, cognitive, motivational, communicational, and other spheres. Primarily it is manifested in the form of marked affective disorders.

The usual "schemes" and "beliefs" that structure the human representation of the outside world cease to be safe and predictable. This, in its turn, prevents an adequate assessment of external conditions and reduces their ability to active converting. The diminished motivation and self-esteem lead to the restriction of social activity.

These changes in personality and behavior can be, on the one hand, the cause of victims' social and psychological maladjustment due to the experiences in dangerous life

situations. On the other hand, they can promote the chronic mental disorders existing in them. The dynamic research results have revealed that the personal, individual psychological component becomes stronger in the genesis of mental maladjustment, which leads to persistent violations of victims' psychosocial functioning since the time of the traumatic event.

The intensity of the stressful situations impact involving a threat to human existence is so large that individual characteristics or previous neurotic states do not play a decisive role in the genesis of PTSD. Their presence can contribute to its development and can be reflected with time. However, PTSD can develop in catastrophic circumstances and concern almost everyone even in the full absence of obvious personal inclinations. Despite this (purely theoretical) statement, it should be emphasized that, firstly, PTSD is one of the possible psychological effects of traumatic stress experiences and, secondly, numerous studies suggest that PTSD occurs approximately in 1/5 of people who have experienced traumatic stress situations (even in the absence of physical trauma, injury). It is this group that is the subject of the experts' study in the field of traumatic stress.

It is obvious that staying in the combat zone has produced a lingering effect on the personal development of most of the students. Emotions and uncertainty about the future can be seen in all the pictures. Intuition is disregarded because the students who have experienced traumatic events are afraid to trust themselves and thus try to shift the burden of responsibility. The research findings show that they are hoping for a bright future and often are daydreaming about it. The sensitive type of personality accentuation is also closely associated with the military events, for the students cautiously refer to and wish to exercise their feelings. First, they want to feel safe, sure of safety for their families and beloved ones, and supported by friends. One of the main features is that almost all the pictures were made in bright colors, which means no serious posttraumatic disorders. Yet some pictures contain tokens of average anxiety. It is the norm, for the bygone traumatic situations have certainly affected all the people exposed to them.

The research findings produce a conclusion the military conflict and the bygone stress experiences have produced a significant lingering effect on the experiment participants' mental state. The goal that was set before the experiment has been fully achieved. We were able to explore possible the symptoms of posttraumatic stress disorder as well as to analyze and study the individual peculiarities of each participant. Each method and the procedure were used to detect the existence of a posttraumatic syndrome and make relevant conclusions.

The stress and stress resistance are presented as a personality syndrome which has a certain structure which is characterized by the levels of the differentiation and integration, monopolarity and bipolarity of individual personality traits. Such a complex of symptoms is not an inherent set; it is formed over time and changed by pathological conditions. The general age dynamics of the complex of symptoms in health is the strengthening of the level of its differentiation and integration as well as an increase of the stress resistance potential.

It is normal to feel loneliness by being away from family and classmates. Communication is related to pleasure and meaningfulness. The students are to focus on online technological tools to connect with other people.

The analysis of scientific works and the obtained results have made it possible to assume that the realization of the complex correction program can contribute to relieving negative emotional states and adapting to new life conditions. The main aim of the correction program is to implement a series of correction activities aimed at the successful adaptation to new social conditions, assuming and handling the problems connected with bygone traumatic events and the quarantine restrictions due to coronavirus COVID-19. The correction program takes into consideration individual and age peculiarities of each patient/a client, the social-psychological situation. Psychological rehabilitation helps the individual at all stages of establishing a new system of relations: the primary disorder of consciousness in the form of significantly negative attitudes is being converted into significantly positive attitudes of the personality in terms of self-association with the world in the past, present and future life. The psychologist helps students to restore and reinstate their relationships with the natural, social, and cultural life space so that realities of the outside world could be structured in the consciousness and correlated with realities of the inner world.

Each student is a unique person, and everyone needs to feel significant to others. It is necessary to realize the social need for attention and support, to form a positive attitude towards educational activities, to increase activity in the work, to realize the goals of learning activities.

Conclusions

We have found that the traumatic stress under the bygone circumstances and the quarantine restrictions due to coronavirus COVID-19 has not only made an impact on the students but continues to do so through various factors and reasons. The fear is caused not only by the past events but also by the concern about the fate of the relatives and classmates who still dwell on the occupied territory. Also, the fear is strengthened by the ambiguousness of the situation and the presence in or close to the zone of the conflict. The high level of anxiety shows that the students are adequately conscious of the situation being threatening. It is normal to be concerned; moreover, the students are trying to develop their subjectively active efficient position.

It is commonly scientifically asserted that stress becomes traumatic when the stressor causes disturbance in the mental health like a physical disorder. Traumatic stress disrupted the structure of "self," the cognitive model of the world, the affective sphere, the neurological mechanisms that control learning, the memory system and so on. In such cases, a stressor is a traumatic event—a crisis that strongly triggers damaging consequences, or a threat to one's own life or to the lives of significant others. These events fundamentally undermine the individual's sense of security, causing traumatic stress with various psychological effects. Actual experience of traumatic stress for some people is the cause of their future posttraumatic stress disorder.

In the motivational sphere, a change in the hierarchy of demands and values diminishes achievement attempts and leads to a rapid fall of self-esteem; it is difficult to realize impossibility of satisfying the needs of upper and lower levels. Migrants experience memory impairment, reduced attention, and even noticeable absent-mindedness. Values and ideals, perceptions of oneself, the world and other people are transformed. Migrants are being followed by constant fear and reinforced alert. Psychological traumas acquired COVID-19 in the zone of a military conflict overlap with absolute uncertainty in the future.

Behavioral patterns are characterized by obvious changes—especially manifested in unexpected actions and unmotivated alertness. Lack of logic and inconsistency of behavior reveal dismay and poor adaptability to the environment changes. It is also noteworthy, however, that emotional stresses are typically caused by social factors, and different people resist them quite differently. Stress reactions to psychosocial difficulties are not so much the result of the latter as an integrated response to their cognitive assessment and emotional agitation.

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CECHY SZCZEGÓLNEJ SFERY EMOCJONALNEJ STUDENTÓW PRZESIEDLONYCH UCZELNI W OKRESIE OBOWIĄZYWANIA OGRANICZEŃ KWARANTANNY Z POWODU KORONAWIRUSA COVID-19

STRESZCZENIE

Niniejsze badanie dotyczy specyfiki sfery emocjonalnej studentów przesiedlonych uczelni w okresie obowiązywania ograniczeń kwarantanny z powodu koronawirusa COVID-19. Stwierdzono, że wydarzenia na wschodzie Ukrainy, które rozpoczęły się wiosną 2014 był traumatycznie stresujący dla większości mieszkańców tego terytorium i młodych przesiedleńców wewnętrznych. Szybko rozprzestrzeniający się COVID-19 stał się globalnym wyzwaniem dla studentów. Okazuje się, że proces ten przebiega szybko i nie każdy uczeń może szybko zmienić styl życia i rodzaj zajęć edukacyjnych. Uczniowie są w izolacji, ich emocje nie są pozytywne, a każdy uczeń inaczej radzi sobie z tą sytuacją. Mają opracować nowe strategie, które będą korzystne dla ich dobrego samopoczucia psychicznego. Stany emocjonalne studentów wysiedlonych uczelni w warunkach COVID-19 pozostają słabo poznane. Tak więc znaczenie tego problemu i brak odpowiednich opracowań psychologicznych zdeterminowały przedmiot naszego badania. Wykazano również, że traumatyczny stres w minionych okolicznościach i ograniczenia kwarantanny spowodowane koronawirusem COVID-19 nie tylko wpłynęły na uczniów, ale nadal mają wpływ na różne czynniki i przyczyny. Strach wywołują nie tylko przeszłe wydarzenia, ale także obawa o losy bliskich i kolegów z klasy, którzy nadal mieszkają na okupowanym terytorium. Troska jest normalna; ponadto studenci starają się wypracować swoją subiektywnie aktywną, efektywną pozycję.

SŁOWA KLUCZOWE

sfera emocjonalna, stan emocjonalny, wysiedlona uczelnia, reakcja na stres pourazowy, akcentowanie, światopogląd, ograniczenie kwarantanny, zajęcia edukacyjne