

UDC 37.011.3-051:811.111](477):159.944.4:355.01(045)

DOI <https://doi.org/10.52726/as.pedagogy/2026.2.10>

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**WELL-BEING OF UKRAINIAN EFL TEACHERS IN WARTIME:
WORKLOAD, ORGANIZATIONAL, AND STUDENT INTERACTION FACTORS**

This article investigates the complex factors influencing the well-being of Ukrainian EFL teachers during the ongoing wartime crisis. The study emphasizes three main aspects: workload, organizational support, and student interaction, analyzing how these elements interact to affect teachers' mental health and professional sustainability. Employing a mixed-methods research design, the researchers collected both quantitative and qualitative data through Google Form surveys. Participants responded to the Teacher Well-Being Scale (TWBS), a 16-item instrument measuring three key dimensions of well-being: workload, organizational factors, and student interaction. In addition, they answered questions about their socio-demographic background and working conditions, providing a comprehensive view of their experiences.

The demographic data indicated that most respondents were females, residing primarily in urban areas, with extensive teaching experience of over 21 years. Many EFL teachers utilize various teaching modes, including face-to-face, online, and blended formats, but frequently face interruptions and cancellations due to wartime disruptions. The findings reveal that workload and organizational factors generally have a neutral or negative impact on teachers' well-being, often contributing to stress, burnout, and feelings of insecurity. Conversely, student interaction tends to have a positive influence on EFL teachers' mental health, with responses indicating high levels of perceived well-being from engaging with students. Despite the overwhelming circumstances, some teachers find relief through community involvement and feelings of gratitude. Overall, the study highlights the critical role of student interaction in promoting teacher resilience and underscores the urgent need for organizational and workload support to sustain teachers' mental health during such crises.

Key words: Social-Emotional Learning (SEL), well-being, (English as a Foreign Language) EFL, wartime, workload factor, organizational factor, student interaction factor.

Introduction. During times of global crises, education remains a fundamental human right that is vital for developing skills in survival, conflict resolution, and resilience (Cahill, 2010). Social-Emotional Learning (SEL) is a crucial approach for effective teaching, rooted in research on prevention and resilience. The ongoing conflict in Ukraine has profoundly affected various aspects of daily life, including the education sector. Ukrainian English as a Foreign Language

(EFL) teachers, in particular, face unprecedented challenges as they strive to maintain quality education, and their well-being has become a critical area of concern (Westerlund et al., 2023). This article examines the multifaceted factors that influence the well-being of Ukrainian EFL teachers during this challenging period, with a focus on workload, organizational support, and student interaction (Lavrysh et al., 2022). Understanding how these factors interplay can

provide valuable insights into supporting teachers' mental health and professional sustainability in times of crisis.

Literature Review. The SEL Framework comprises three interconnected dimensions: the learning environment, students' social-emotional skills, and teachers' well-being, each influencing and being influenced by the others (Schonert-Reichl, 2017). SEL supports students' holistic development by teaching skills such as emotional regulation, goal setting, empathy, relationship-building, decision-making, and problem-solving (CASEL, 2012; Bolotnikova et al., 2023). Incorporating SEL into daily teaching improves classroom climate, strengthens teacher-student relationships, and develops essential soft skills like self-care and self-regulation (Pentón Herrera & Martínez-Alba, 2021; Bai et al., 2021).

Teachers' well-being is critical for fostering positive learning environments, yet it is often overlooked. Research shows that teacher stress and burnout – exacerbated during crises like the COVID-19 pandemic and the Ukraine conflict – negatively affect both teachers and students. Well-being is a balanced state characterized by health, happiness, and success, promoting life satisfaction, personal growth, and responsible action across personal, professional, emotional, and spiritual areas, leading to positive long-term outcomes (Pentón Herrera et al., 2022). The OECD framework for teachers' well-being examines how working conditions at systemic and institutional levels influence these aspects, focusing on both internal outcomes, such as stress and turnover, and external outcomes, including teaching quality and student well-being (Viac & Fraser, 2020). Research also utilizes the Teacher Well-being Scale (TWBS), a 16-item instrument that measures workload stress, organizational perceptions, and student interactions, providing insights into key stressors affecting teachers' mental health (Collie et al., 2015). These studies highlight the importance of teachers' well-being, rooted in developing essential survival skills, conflict resolution, and resilience, which are crucial for addressing everyday challenges and emergencies. However, there is a notable gap in research on the well-being of EFL teachers, particularly in the context of post-pandemic crises, conflicts, and social unrest.

The article aims to explore the well-being of EFL teachers during wartime in Ukraine, considering socio-demographic aspects, working conditions, and three key factors: workload, organizational aspects, and student interaction. To achieve the aim, we should answer the research questions:

- What are the socio-demographic aspects of EFL teachers?
- What are the working conditions of EFL teachers during wartime in Ukraine?
- What is the impact of EFL teachers' workload factor on their well-being?
- What is the impact of EFL teachers' organizational factors on their well-being?
- What is the impact of EFL teachers' student interaction factor on their well-being?

Materials and methods. This mixed-methods research design aimed to collect both quantitative and qualitative data through Google Form surveys. This study employed the Teacher Well-Being Scale (TWBS), a 16-item tool that measures three factors of well-being (Collie et al., 2015, p. 745). The respondents, EFL teachers, answered six questions on their socio-demographic aspects and working conditions, and then sixteen questions of the TWBS considering workload factor (items 1, 4, 7, 10, 12, 15), organizational factor (items 2, 5, 8, 11, 13, 16), and student interaction factor (items 3, 6, 9, 14). Additionally, the respondents were able to provide detailed answers, sharing more information on the survey questions. Statistical analysis included calculation of the median (Mdn) and Interquartile Range (IQR) using a five-point Likert scale, the factor average by calculating the mean of each factor, and a total well-being average score by calculating the mean of all items. Participation in the research with EFL teachers working in Ukraine (N = 23) was voluntary and anonymous; the surveys were completed in November 2025.

Results and Discussion. The collected data on EFL teachers' well-being allowed for the analysis of socio-demographic aspects and working conditions, as well as the measurement of three factors: workload, organizational, and student interaction.

Socio-demographic aspects. Considering the age of the respondents (EFL teachers), in general, it ranges from younger than 24 to 55 and older (See Figure 1).

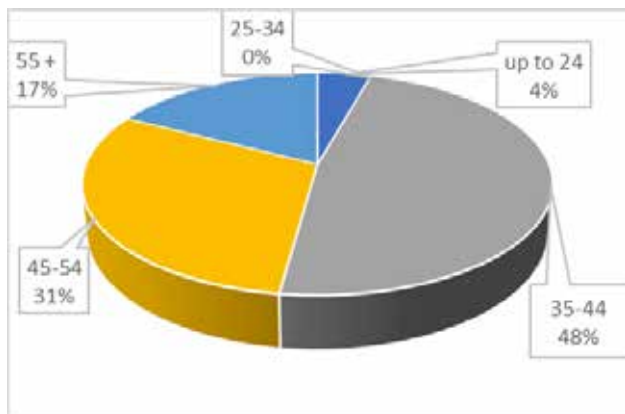


Fig. 1. The age range of EFL teachers

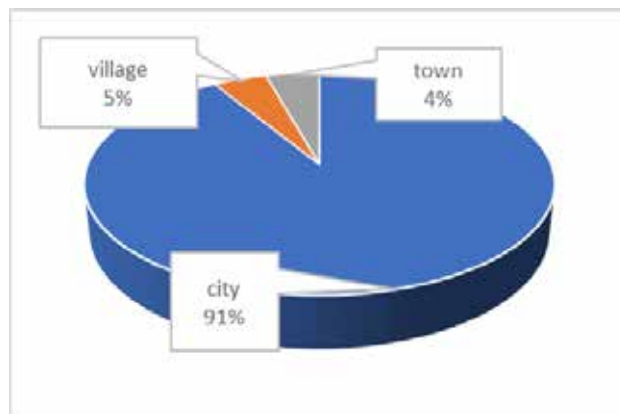


Fig. 3. The place of residence of EFL teachers

The respondents' age distribution shows that the majority are between 35 and 44 years old (48%), followed by those aged 45 to 54 years (31%), and 17% are 55 or older. A small percentage (4%) are between 18 and 24 years old, with no respondents in the 25-34 age group.

The research results indicate that the gender distribution of respondents is predominantly female, accounting for 91%, while males make up 9% (See Figure 2).

The respondents' places of residence are primarily in cities of Ukraine, representing 91%. A small percentage (5%) live in villages, and 4% reside in towns.

Working conditions. Considering the respondents' teaching experience, it varies widely. Only 4% have up to 5 years of experience, while none fall within the 6-10 years range. A significant portion, 17%, have between 16 and 20 years of teaching, and the majority, 61%, have more than 21 years of teaching experience (See Figure 4).

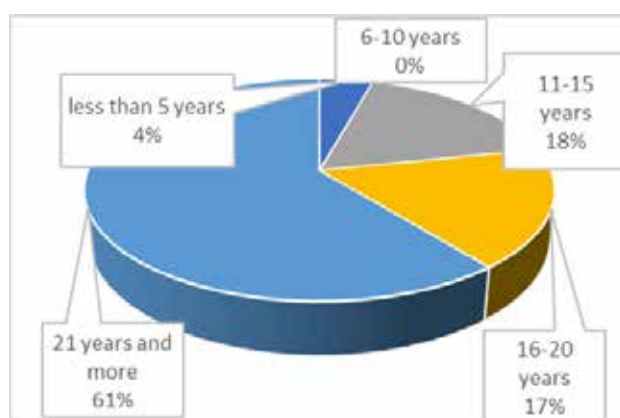


Fig. 4. The respondents' teaching experience

To conclude, the respondents' teaching experience is diverse, with most having over 21 years of experience.

The respondents' teaching modes are varied. Thirty percent teach face-to-face, 44% primarily teach online, and 26% use a blended approach combining both modes (See Figure 5).

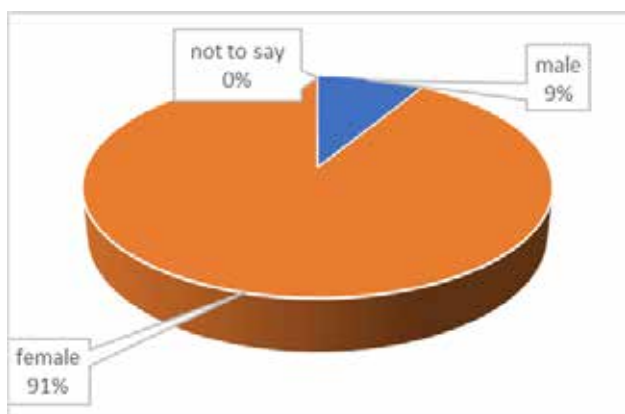


Fig. 2. The gender distribution of EFL teachers

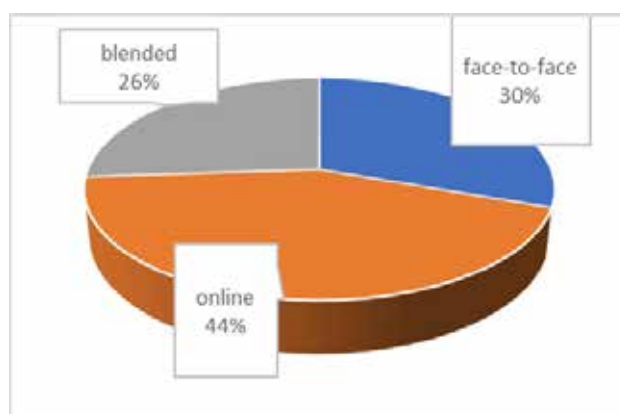


Fig. 5. The respondents' teaching mode

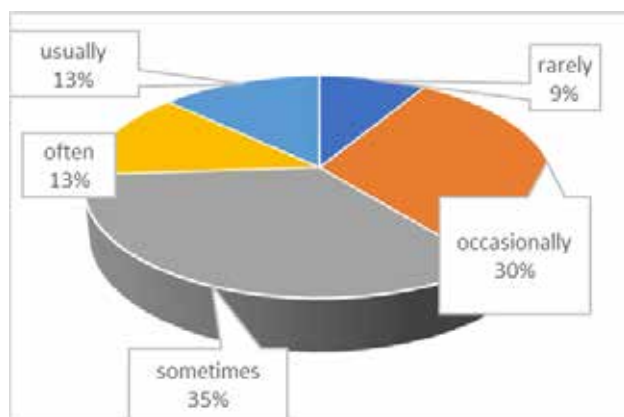


Fig. 6. The frequency of respondents' EFL lessons being interrupted or cancelled

The frequency of EFL lessons being interrupted or canceled among respondents varies: 13% experience interruptions usually, another 13% often, 35% sometimes, 30% occasionally, and 9% rarely.

The respondents experience interruptions or cancellations in their EFL lessons with varying frequency; a larger proportion encounter them sometimes or occasionally.

Workload factor. The results reveal that the perception of the workload's impact on the well-being of EFL teachers is predominantly negative. The average score of 2 indicates that most teachers believe their workload has a negative impact on their well-being. Specifically, a large portion (7.7) reported that workload impacts them mostly negatively, highlighting the significant stress and pressure associated with their duties. Conversely, some teachers (6.8) perceived the impact as neutral, indicating no clear positive or negative effect. A smaller group (6)

viewed their workload as mostly positive in relation to their well-being, while a minimal number (0.5) reported a positive impact. Overall, these findings suggest that workload is generally perceived as either a negative or neutral factor influencing teachers' well-being (Table 1).

The data indicate that teachers primarily perceive their workload as having a slightly negative impact on their well-being, with some variability. The median score of 3 and the IQR of 2 indicate that most responses are neutral to negative, although some teachers report seeing little to positive effects. Overall, workload is viewed as a somewhat negative factor affecting teachers' well-being (Table 1).

The results regarding the impact of EFL teachers' organizational factors on their well-being indicate either a negative or neutral perception (Table 2).

The mean score of 0.7 suggests that, on average, teachers view organizational factors as having a slight negative effect. A significant portion of responses (3.7) reflect that teachers mostly perceive these factors as negatively impacting their well-being. Additionally, many teachers (10.5) reported that organizational factors have neither a negative nor a positive effect, indicating a neutral stance. A smaller group (6.5) perceived a mostly positive impact, and a few (1.7) viewed them as positively affecting their well-being. The median score of 3, along with an interquartile range (IQR) of 1, suggests that responses are fairly clustered around the neutral to slightly negative perception, with limited variability. Overall, organizational factors are generally perceived as having a more negative or neutral impact on teachers' well-being,

Table 1

Scoring for the Workload well-being factor

How do these aspects affect your well-being?	Negatively	Mostly Negatively	Neither Negatively Nor Positively	Mostly Positively	Positively	Median	IQR
1. Marking/grading work	1	6	13	3	0	3	1
4. Fitting everything into the allotted time	3	7	5	7	1	3	2
7. Administrative work related to teaching	2	10	4	6	1	2	2
10. Work outside of school/university hours for teaching	2	5	7	8	1	3	2
12. Working to finish my teaching tasks	1	8	6	8	0	3	2
15. Staying late after work for meetings and activities	3	10	6	4	0	2	1
The mean	2	7.7	6.8	6	0.5	3	2

Table 2

Scoring for the Organizational Well-being Factor

How do these aspects affect your well-being?	Negatively	Mostly Negatively	Neither Negatively Nor Positively	Mostly Positively	Positively	Median	IQR
2. Relations with administrators at my school/university	1	3	11	6	2	3	1
5. Support offered by school/university leadership	1	4	12	4	2	3	0.5
8. Recognition for my teaching	2	3	7	9	2	3	1
11. School/university rules and procedures that are in place	0	7	12	3	1	3	1
13. Communication between members of the school/university	0	2	9	10	2	4	1
16. Participation in school/university-level decision making	0	3	12	7	1	3	1
The mean	0.7	3.7	10.5	6.5	1.7	3	1

with only a small proportion seeing positive effects (Table 2).

The results show that EFL teachers' perceptions of the impact of student interaction on their well-being vary; the mean score indicates a mostly positive view overall (Table 3).

Responses are centered around the most positive (median 4). The IQR of 1 suggests that responses are closely clustered around the median, indicating a generally positive perception of the effect of student interaction on well-being (Table 3).

Sharing additional comments, EFL teachers confess that they face overwhelming workloads, poor pay, and increased stress during wartime. Obligatory trainings, exams, and curriculum changes, combined with external challenges such as air-raid alerts, power outages, and staff shortages, contribute to emotional fatigue and burnout. Some responders also deal with feelings of isolation, insecurity, and lack of support from authorities. Despite their passion

for teaching, the challenging conditions and bureaucratic pressures seriously threaten their well-being, with some finding small relief through community involvement and a sense of gratitude.

Our findings align with previous research, showing that students' interaction well-being had the highest average levels, followed by organizational well-being and workload well-being (Collie et al., 2015, p. 749). Over 55% of the surveyed teachers identified workload and time constraints as the primary sources of stress. Additionally, over 50% experienced physical health issues, many of which they linked to the inadequate working conditions at their schools (Henderson, 2024, p. 17). Therefore, schools should incorporate well-being strategies, such as resilience, mindfulness, and emotional regulation, into their professional development programs (Li, 2021, p. 3).

Limitations. The scope of this study was limited in terms of the number of respondents (twenty-three EFL teachers who work in

Table 3

Scoring for the Student interaction well-being factor

How do these aspects affect your well-being?	Negatively	Mostly Negatively	Neither Negatively Nor Positively	Mostly Positively	Positively	Median	IQR
3. Student behavior	0	1	8	11	3	4	1
6. Relations with students in my class	0	0	2	16	5	4	0
9. Student motivation	0	4	8	5	6	3	1.5
14. Classroom management	0	1	9	12	1	4	1
The mean	0	1	4.5	7.3	2.5	4	1

Ukraine), as well as their diverse socio-demographic aspects and working conditions, which makes it difficult to generalize the findings. Further investigations may include a wider audience to receive more reliable results.

Conclusions. Socio-demographic aspects of EFL teachers during wartime in Ukraine. The EFL teachers surveyed range in age from under 24 to over 55, with the majority residing in Ukrainian cities (91%). Females make up 91% of the respondents, while males comprise 9%.

- the working conditions of EFL teachers during wartime in Ukraine. Most respondents have over 21 years of teaching experience, utilizing a variety of teaching modes, including face-to-face, online, and blended. Many often face interruptions or cancellations in their EFL lessons.

- the impact of EFL teachers' workload factor on their well-being. The findings indicate that workload is typically viewed as either a neutral or a negative factor affecting teachers' well-being.

- the impact of EFL teachers' organizational factors on their well-being. Overall,

organizational factors are mostly viewed as having a neutral or negative impact on teachers' well-being, with only a small minority perceiving positive effects.

the impact of EFL teachers' student interaction factor on their well-being. Responses generally reflect a positive perception of the impact of student interaction on well-being, with most ratings close to the median of 4 and little variation. All in all, students' interaction well-being had the highest average levels, followed by organizational well-being and workload well-being.

EFL teachers are overwhelmed by workload, stress, and external crises like war, experiencing burnout, insecurity, and isolation, but some find relief through community involvement and gratitude despite challenging conditions.

Future research. Given the significance of well-being for EFL teachers, future research should explore these challenges, propose solutions, and raise awareness of workload and organizational influences.

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ЕМОЦІЙНЕ БЛАГОПОЛУЧЧЯ УКРАЇНСЬКИХ ВИКЛАДАЧІВ АНГЛІЙСЬКОЇ ЯК ІНОЗЕМНОЇ ПІД ЧАС ВІЙНИ: ФАКТОРИ НАВАНТАЖЕННЯ, ОРГАНІЗАЦІЙНОЇ ПІДТРИМКИ ТА ВЗАЄМОДІЇ ЗІ СТУДЕНТАМИ

Ця стаття досліджує складні чинники, що впливають на емоційне благополуччя українських викладачів англійської як іноземної під час війни. У дослідженні виділено три основні аспекти: навантаження, організаційна підтримка та взаємодія зі студентами, аналіз взаємодії цих елементів та впливу на психічне здоров'я та професійну стійкість викладачів. Використовуючи змішаний метод дослідження, дослідники зібрали як кількісні, так і якісні дані за допомогою опитувань. Учасники дослідження виконали Тест Емоційного Благополуччя Викладача (TWBS), що складається з 16 питань і вимірює три основні аспекти: навантаження, організаційні чинники та взаємодію зі студентами. Також вони надали інформацію щодо соціально-демографічних характеристик та умов праці, що дає цілісне уявлення про їхній досвід.

Демографічні дані показали, що переважна більшість респондентів – це жінки, здебільшого мешканці міських районів, з досвідом роботи понад 21 рік. Багато викладачів використовують різні форми навчання: очну, онлайн та змішану, але часто стикаються з перервами та скасуваннями уроків через оголошення ракетної небезпеки. Результати свідчать, що навантаження та організаційні чинники зазвичай мають нейтральний або негативний вплив на емоційне благополуччя викладачів, сприяючи стресу, вигоранню та почуттю невпевненості. Навпаки, взаємодія зі студентами має позитивний вплив на психічне здоров'я викладачів, оскільки більшість респондентів відзначають високий рівень емоційного благополуччя від спілкування зі студентами. Незважаючи на складні обставини, деякі викладачі знаходять підтримку у громадській діяльності. Загалом, дослідження підкреслює важливу роль взаємодії зі студентами у зміцненні стійкості викладачів і наголошує на необхідності організаційної та кадрової підтримки для збереження їхнього емоційного благополуччя під час війни.

Ключові слова: соціально-емоційне навчання, емоційне благополуччя, англійська як іноземна мова, воєнний час, фактор навантаження, організаційний фактор, фактор взаємодії зі студентами.

Дата першого надходження статті до видання: 17.03.2026

Дата прийняття статті до друку після рецензування: 21.04.2026

Дата публікації (оприлюднення) статті: 30.05.2026

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