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Investigating Psychological Struggles of Ukrainian Migrant Students and Teachers Abroad Amidst War

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Abstract Since the commencement of Russia's extensive invasion of Ukraine, millions of Ukrainian citizens have been compelled to leave their homeland in pursuit of safety. Although two years have passed since the start of the war, the Ukrainian refugee crisis continues, as each internally displaced person risks facing psychological problems. In the process of migration, refugees and forced migrants face completely new, unfamiliar conditions. This situation not only creates a stressful situation for them but also requires active interaction with the environment. Thus, the migration of Ukrainians abroad requires expert and scientific analysis. The purpose of our research is to investigate the psychological struggles experienced by Ukrainian migrant students and teachers who have been displaced due to the ongoing war. It's necessary to examine the coping mechanisms employed by migrant students and teachers abroad to deal with the psychological challenges arising from displacement and war-related trauma. Quantitative methods such as surveys and questionnaires were used to collect numerical data on the prevalence and severity of psychological problems in the target population. In addition, standardised psychological assessment tools were used to measure specific symptoms of trauma, anxiety, depression and other mental health indicators. The findings of this article can be a valuable source of information for various stakeholders involved in supporting the well-being and integration of Ukrainian migrant students and teachers affected by war and displacement. By translating the study's findings into action, positive changes can be made to alleviate psychological distress and increase the resilience of this vulnerable group.

Index Terms displacement, trauma, coping strategies, migration, mental health

I. Introduction

The armed conflict in Ukraine, instigated by Russia's military aggression, has precipitated a humanitarian crisis of unprecedented proportions, compelling millions of Ukrainian citizens to seek refuge beyond the borders of their homeland. Among those profoundly impacted by this crisis are Ukrainian migrant students and teachers, whose lives have been upended by displacement and the pervasive spectre of war-related trauma. As this crisis unfolds, it becomes increasingly imperative to comprehensively examine the psychological struggles faced by these individuals and explore the coping mechanisms they employ to navigate the myriad challenges inherent in their displacement. Most refugees have experienced or are experiencing one of the most acute emotions – a sense of loss: of family, friends, relatives, the usual rhythm of life, family ties work or business, professional identity, home or property. Overseas, these issues are exacerbated by a deficiency in understanding the language, laws, regulations, and traditions of the host nation. "During integration into the host society migrants learn new relevant communicative and social roles" [1]. This leads to many psychological difficulties: a person withdraws into himself or herself because it is difficult to communicate and explain his or her life needs. For example: to buy some goods, to ask where something is, to seek medical help, to get a job according to one's education and profession. As a result, there is a feeling of uselessness, insignificance, social isolation and a decrease in professional self-esteem. Fitting into the system of established socio-cultural relations is a complex adaptation process. It is a complex process of adaptation that requires specific internal resources. The mental condition of an individual in a fresh socio-cultural setting is marked by anxiety stemming from challenges in anticipating others' behaviours, uncertainty regarding value systems, and a sense of ambiguity in both social and personal identity. The intersection of separation from loved ones and familiar ways of life results in a specific state of stress – culture shock. Since the beginning of the 21st century, we have witnessed major geopolitical changes, military and political upheavals, socio-economic crises and ethnic conflicts that have led to a significant increase in the number of refugees and internally displaced persons in many regions of the world. The problems and challenges faced by migrants have long attracted the attention of scholars [2]–[4]. Therefore, the issue of migrants' mental health, psychological trauma and adjustment process

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has been discussed earlier and repeatedly [5]–[9]. The state of mental health of refugees, migrants, internally displaced and non-displaced persons from Ukraine is an urgent problem. Attention is paid to it by both international organisations and individual domestic and foreign scientists [1], [10]–[18].

The primary purpose of this study is to investigate the psychological struggles experienced by Ukrainian migrant students and teachers who have been displaced due to the ongoing conflict in Ukraine. Average estimates suggest that around a third of refugees exceed the diagnostic threshold for post-traumatic stress disorder (PTSD), depression and anxiety [19]. Furthermore, we aim to elucidate the coping mechanisms employed by these individuals abroad to contend with the multifaceted psychological challenges precipitated by displacement and war-related trauma. By shedding light on the lived experiences and coping strategies of Ukrainian migrant students and teachers, this research seeks to contribute to a deeper understanding of the psychological ramifications of war-induced displacement and inform the development of targeted interventions and support mechanisms tailored to the needs of this vulnerable population [20].

For migrant students and teachers, the disruption caused by displacement goes beyond mere physical relocation. It often entails a rupture in their educational trajectories, with profound implications for academic continuity, social integration, and psychological adjustment. Understanding the psychological struggles of this demographic is essential for informing targeted interventions aimed at mitigating the negative consequences of displacement on their educational and psychological well-being [21].

As educators ourselves, we recognise the pivotal role that teachers play in supporting the academic and socio-emotional needs of migrant students [22]. By focusing on the experiences of both students and teachers, we aim to capture the multifaceted dynamics of displacement within educational contexts, including the challenges faced by educators in providing effective support amidst adversity.

Despite the growing literature on forced migration and its psychological impacts, there remains a paucity of research specifically addressing the experiences of Ukrainian migrant students and teachers. By narrowing our focus to this demographic, we seek to contribute novel insights that can inform both academic scholarship and practical interventions in the field of migration studies and education psychology.

In summary, our decision to investigate the psychological struggles of Ukrainian migrant students and teachers is driven by a commitment to addressing the pressing needs of a vulnerable population profoundly affected by the conflict in Ukraine. By shedding light on their experiences, we hope to advocate for more targeted support measures and foster a greater understanding of the complex intersections between displacement, education, and psychological well-being.

Thus, our objectives were as follows:

1) To explore and identify the range of psychological problems faced by Ukrainian migrant students and teachers, including but not limited to stress, anxiety, depression, trauma and adaptation difficulties caused by war and migration.
2) To assess the perceived support needs of Ukrainian migrant students and teachers in addressing their psychological struggles, including social, emotional, and psychological support from family, peers, educators, community organisations, and governmental agencies.
3) To formulate recommendations grounded in evidence for the creation and execution of interventions, policies, and strategies that are culturally attuned, and aimed at bolstering the psychological well-being and resilience of Ukrainian migrant students and educators amid the backdrop of war.

II. Material and Methods

It should be noted that the study of psychological problems of Ukrainian students and migrant teachers abroad under war conditions is a delicate and complex research work. To achieve the purpose and objectives of the study, a set of theoretical methods was used: analysis, synthesis, systematisation, comparison, and generalisation. For the empirical study, the authors developed questionnaires and surveys.

Surveys and questionnaires were designed to collect quantitative data on psychological difficulties experienced by Ukrainian migrant students and teachers. These instruments included standardised scales assessing stress, anxiety, depression, trauma, resilience and coping mechanisms. The longitudinal study involved the study of participants over a long period, which allowed researchers to track changes in their psychological well-being, adaptation processes and support needs over time. This method helped to capture the dynamic nature of psychological struggle in the context of ongoing war and migration.

The study sample consisted of 94 respondents, including 60 students and 34 teachers, aged between 16 and 68 years (the average age of the subjects was 42 years), of whom 58 were female and 36 were male. 46 students were studying for a Bachelor's degree and the other 24 for a Master's degree. As for the lecturers, there are 3 Professors, Doctors of Sciences and 18 PhDs. All of them were forced to leave Ukraine and migrate abroad. After relocation, the students continued their studies in Ukraine in a distance learning format, and communication with professors was maintained to survey an electronic format.

We conducted surveys with Ukrainian students and teachers who had studied at our institution and continued their studies and with teachers who had worked there before the war began. We wanted to study the psychological state of migrant students and teachers from Ukraine by measuring their psychological well-being. We wanted to follow the adaptation process of our students and teachers abroad and to identify any difficulties in the process of their adaptation. And also, to track the ability of our people both psychologically and socially to adapt to life in a new country.

We used Spielberger's Trait Anxiety Scale to determine the respondents' anxiety [23], [24]. The results obtained were

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analysed (Table 1). This questionnaire consists of 20 statements that refer to anxiety as a state (anxiety state, reactive or situational anxiety) and 20 statements that define anxiety as a disposition, a personality trait (anxiety trait). Anxiety states are different from other negative emotions like anger, sadness, or grief due to their distinctive blend of experiential, physiological, and behavioural signs. An anxiety state involves subjective sensations of tension, apprehension, nervousness, and worry, along with activation and release of the autonomic nervous system [23]. Anxiety as a personality trait is a motive or acquired behavioural disposition that causes an individual to perceive a wide range of objectively safe circumstances as threatening and to respond to them with states of anxiety whose intensity does not correspond to the magnitude of the actual danger. Spielberger's Reactive and Personal Anxiety Scale is the only methodology that allows for the differential measurement of anxiety as both a personality trait and a condition.

At a given moment, reactive anxiety is characterised by subjective feelings of tension, anxiety, preoccupation, and nervousness in a particular situation. This state arises as an emotional reaction to a particular situation.

We have developed a questionnaire to assess the level of stress, anxiety and physical condition of our students and lecturers who have experienced war and migration abroad. The questionnaire contains questions related to psychological symptoms, traumatic exposure, physical health, sleep quality, energy level, changes in appetite and general well-being. Respondents were asked to answer a series of questions and to make the following statements based on their experiences in the past month (Table 2).

III. Results

According to the methodology of studying the anxiety of Ch., we obtained the following results [23].

The following indicative anxiety scores were used for the general interpretation of the indicators:

- up to 30 points – low;
- 31– 44 points – moderate;
- 45 and more – high.

If the RT does not exceed 30, the person being interviewed does not experience much anxiety, i.e. they are currently experiencing low anxiety. If the sum is in the range of 31-45, it means moderate anxiety. If it is 46 or more, the anxiety is high.

Very high anxiety (> 46) is directly correlated with the presence of neurotic conflict, emotional and neurotic breakdowns, and psychosomatic illnesses.

Low anxiety (<12), on the contrary, characterises the state as depressive, with a low level of motivation. However, sometimes very low anxiety in the test scores is the result of a person actively displacing high anxiety to show themselves in the "best light"

Comparing the results of both subscales made it possible to assess the individual significance of the stressful situation for the respondents.

Analysing the indicators of anxiety among bachelor's degree students, master's degree students, and lecturers reveals some interesting patterns and variances across these groups:

A. Low Anxiety

Lecturers report the highest percentage of low anxiety levels (24%), which is slightly higher than master's degree students (17%) and notably higher than bachelor's degree students (15%).

This suggests that lecturers might have more experience or resources to manage or mitigate lower anxiety levels, possibly due to more life experience or professional stability.

B. Moderate Anxiety

A significant majority of participants across all groups report moderate levels of anxiety, with bachelor's degree students showing the highest percentage (59%), followed by lecturers (50%), and master's degree students (54%).

The relatively high prevalence of moderate anxiety across all groups could indicate a widespread issue related to academic pressures, life stressors, or possibly the effects of external societal or personal factors.

C. High Anxiety

The percentages of high anxiety levels are fairly consistent across the groups, with bachelor's degree students at 26%, master's degree students at 29%, and lecturers also at 26%.

This consistency in high anxiety levels suggests that despite differences in their roles, academic or professional demands, and possibly age groups, all participants are susceptible to experiencing high levels of anxiety, highlighting a common challenge across the academic environment.

The analysis suggests that anxiety is a prevalent issue among bachelor's degree students, master's degree students, and lecturers, with a substantial portion of each group experiencing moderate to high levels of anxiety. While lecturers show a slightly higher ability to maintain low anxiety levels, the consistency in moderate and high anxiety levels across all groups of respondents points to the need for systemic interventions. These could include mental health support systems, stress management resources, and a culture that promotes well-being within academic institutions to address and mitigate the factors contributing to anxiety among all members of the academic community.

Our comprehensive analysis of the responses to a questionnaire designed to assess the levels of stress, anxiety, and physical condition among individuals affected by war and migration reveals significant findings that underline the profound impact of these experiences on mental and physical well-being. The study encompassed participants from three distinct groups: bachelor's degree students, master's degree students, and lecturers, offering a broad perspective on how these stressors affect individuals at different stages of their academic and professional lives.

The data indicates that a substantial proportion of participants, particularly among lecturers and master's degree stu-

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Anxiety level	Bachelor's degree students (46)	Master's degree students (24)	Lecturers (34)
Low	7 (15%)	4 (17%)	8 (24%)
Moderate	27 (59%)	13 (54%)	17 (50%)
High	12 (26%)	7 (29%)	9 (26%)

Table 1: Indicators of situational and personal anxiety

	Bachelor's degree students (46)	Master's degree students (24)	Lecturers (34)
1. Stress: How often have you felt stressed in the past month?			
Never	4 (9 %)	2 (8%)	1 (3%)
Rarely	20 (44 %)	9 (38%)	5 (15%)
Sometimes	14 (30%)	7 (29%)	10 (29%)
Often	8 (17%)	6 (25%)	18 (53%)
2. Anxiety: How often have you felt anxious in the past month?			
Never	1 (2%)	2 (8%)	0
Rarely	4 (9%)	2 (8%)	2 (6%)
Sometimes	13 (28%)	8 (33%)	7 (20%)
Often	28 (61%)	12 (50%)	25 (%)
3. Depression: How often have you felt depressed in the past month?			
Never	1 (2%)	0	0
Rarely	5 (11%)	2 (8%)	1 (3%)
Sometimes	36 (78%)	13 (54%)	15 (44%)
Often	4 (9%)	9 (38%)	18 (53%)
4. Trauma Exposure: Have you experienced any traumatic events related to war and migration?			
Yes	28 (61%)	10 (42%)	15 (44%)
No	18 (39%)	14 (58%)	19 (46%)
5. Physical Health: How would you rate your overall physical health in the past month?			
Excellent	2 (4%)	1 (4,5%)	1 (3%)
Good	23 (50%)	14 (58%)	7 (20%)
Fair	20 (44%)	8 (33%)	19 (56%)
Poor	1 (2%)	1 (4,5%)	7 (21%)
6. Sleep Quality: How would you rate the quality of your sleep in the past month?			
Excellent	3 (7%)	1 (4%)	0
Good	15 (32,5%)	10 (42%)	6 (18%)
Fair	19 (41%)	7 (29%)	16 (47%)
Poor	9 (19,5%)	6 (25%)	12 (35%)
7. Energy Levels: How would you rate your energy levels in the past month?			
Very high	2 (4%)	2 (8%)	0 –
High	4 (9%)	8 (33%)	5 (15%)
Moderate	25 (54%)	9 (38%)	14 (41%)
Low	15 (33%)	5 (21%)	15 (44%)
8. Appetite Changes: Have you experienced any changes in your appetite in the past month?			
Increased appetite	17 (37%)	9 (38%)	18 (53%)
Decreased appetite	19 (41%)	7 (29%)	10 (29%)
No changes	10 (22%)	8 (33%)	6 (18%)
9. Physical Symptoms: Have you experienced any physical symptoms (e.g., headaches, muscle tension) in the past month?			
Yes	29(67%)	18 (%)	25 (%)
No	15(33%)	6 (25%)	9 (%)
10. Overall Well-being: On a scale from 1 to 5, with "1" being "Very Poor" and "5" being "Excellent," how would you rate your overall well-being in the past month?			
1	2(4%)	2 (8%)	4 (11,5%)
2	8(17%)	6 25(%)	5 (15%)
3	26(56,5%)	11(%)	16 (47%)
4	9(19,5%)	4(%)	8 (23,5%)
5	1(2%)	2(8%)	1 (3%)

Table 2: Questionnaire to assess the level of stress, anxiety and physical condition

dents, reported experiencing stress and anxiety frequently. The high incidence of often feeling stressed, particularly among lecturers, suggests a pronounced impact of their experiences on their daily functioning and well-being. Anxiety levels were notably high across all groups, with a significant number of participants reporting feeling anxious often. This point to the pervasive nature of anxiety within our sample, likely exacerbated by their experiences of war and migration.

Depression, while less frequently reported than stress and anxiety, still presents a concerning picture, especially among lecturers and master's degree students, where a notable fraction reported feeling depressed often. This indicates the deep emotional toll experienced by those who not only have to contend with their own personal challenges but also bear the weight of their responsibilities towards their students or academic commitments.

The responses related to trauma exposure, physical health, sleep quality, energy levels, and appetite changes further illustrate the multifaceted impact of war and migration on individuals. The high percentage of participants reporting trauma exposure and physical symptoms underscores the need for holistic support systems that address both psychological and physical health needs.

Interestingly, the assessment of overall well-being, despite the challenges highlighted, shows a variance in perception across groups, with bachelor's degree students generally reporting a better sense of well-being compared to lecturers and master's degree students. This could reflect differing coping mechanisms, resilience levels, or the impact of support structures available to different groups.

These findings underscore the critical need for targeted mental health and wellness programs for populations affected by war and migration, particularly in educational settings.

Universities ought to contemplate introducing comprehensive support systems comprising psychological counselling, stress management workshops, and physical health resources specifically designed to address the distinct requirements of individuals with such backgrounds.

We created a survey to identify and understand the key challenges and stresses faced by Ukrainian students and teachers living abroad (Table 3). By gathering insights into issues related to language barriers, employment, housing, legal assistance, integration, safety, mental health, and access to healthcare, education, and support services, the survey seeks to illuminate the specific areas where refugees may require additional support and resources. This understanding will enable host countries, humanitarian organisations, and support services to tailor their interventions more effectively, enhancing the well-being and integration of Ukrainian refugees into their host communities.

The analysis of the survey provides insights into the differing experiences and challenges faced by Bachelor's degree students, Master's degree students, and Lecturers living abroad. It highlights areas where certain groups may require more support or intervention.

D. Communication Challenges

Among Bachelor's degree students, the majority (74%) have experienced significant communication challenges, followed by Master's degree students (71%) and Lecturers (29%). Lecturers are less likely to report communication challenges compared to students. Bachelor's degree students and Master's degree students experience similar levels of communication challenges, both higher than Lecturers. Language barriers pose significant obstacles for Bachelor's and Master's degree students, potentially impacting their daily lives and interactions in the host country.

E. Employment and Financial Stability

Bachelor's degree students and Lecturers report similar levels of difficulty in finding employment or achieving financial stability abroad (43% and 41% respectively), while Master's degree students report slightly higher at 50%. Lecturers are less likely to report difficulties compared to both Bachelor's and Master's degree students. Master's degree students report the highest difficulty in finding employment or achieving financial stability abroad, followed closely by Bachelor's degree students. Lecturers face relatively lower challenges in this regard compared to students, potentially due to their qualifications and positions.

F. Access to Healthcare Services

Bachelor's degree students report the highest level of challenges in accessing healthcare services (48%), followed by Lecturers (38%) and Master's degree students (21%). Master's degree students are less likely to report challenges compared to Bachelor's degree students. Bachelor's degree students report the highest level of challenges in accessing healthcare services, possibly due to factors like unfamiliarity with the healthcare system or language barriers. Lecturers encounter fewer challenges accessing healthcare services compared to students, indicating potential differences in resources or support networks.

G. Housing Concerns

Bachelor's degree students and Lecturers report similar levels of concern regarding housing stability (17% and 30% respectively), while Master's degree students report a slightly higher percentage (25%). Lecturers are more likely to report housing concerns compared to Bachelor's degree students. Master's degree students express slightly higher concerns about housing stability compared to Bachelor's degree students, while Lecturers report similar levels to Master's degree students. All groups demonstrate significant concerns regarding securing stable and suitable housing, which can impact their overall well-being and sense of stability.

H. Legal and Administrative Challenges

Bachelor's degree students report the lowest level of challenges in understanding legal and administrative requirements (20%), compared to Master's degree students (54%) and Lec-

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	Bachelor's degree students (46)	Master's degree students (24)	Lecturers (34)
1. Have you experienced significant challenges in communication due to language barriers in your host country?			
Yes	34 (74%)	17 (71%)	10 (29%)
Sometimes	10 (22%)	6 (25%)	20 (59%)
No	2 (4%)	1 (4%)	4 (10%)
2. Have you encountered difficulties in finding employment or achieving financial stability abroad?			
Yes	20 (43%)	12 (50%)	14 (41%)
Sometimes	25 (54%)	9 (38%)	12 (35%)
No	11 (30%)	3 (12%)	8 (24%)
3. Do you find it challenging to access healthcare services in your host country?			
Yes	22 (48%)	5 (21%)	13 (38%)
Sometimes	18 (39%)	8 (33%)	10 (29%)
No	6 (13%)	11 (46%)	7 (32%)
4. Is securing stable and suitable housing a concern for you in your host country?			
Yes	8 (17%)	6 (25%)	10 (30%)
Sometimes	20 (43%)	6 (25%)	12 (35%)
No	18 (39%)	12 (50%)	12 (35%)
5. Have you faced challenges in understanding and navigating the legal and administrative requirements (e.g., residency, and work permits) in your host country?			
Yes	9(20%)	4(17%)	8(24%)
Sometimes	22(48%)	13(54%)	12(35%)
No	15(32%)	7(29%)	14(41%)
6. Do you feel there are significant barriers to integrating into and being accepted by the local community?			
Yes	4 (8%)	2 (8%)	3 (8%)
Sometimes	19 (41%)	10 (42%)	8 (33%)
No	23 (50%)	12 (50%)	23 (67%)
7. Have you felt unsafe or experienced discrimination in your host country?			
Yes	2 (4%)	4 (17%)	5 (15%)
Sometimes	9 (20%)	13 (54%)	6 (18%)
No	35 (76%)	17 (29%)	23 (67%)
8. Are you experiencing issues related to mental health and emotional well-being due to your current situation?			
Yes	15 (33%)	11 (46%)	21 (62%)
Sometimes	27 (59%)	11 (46%)	13 (38%)
No	4 (8%)	2 (8%)	1 (-%)
9. Have you found it difficult to connect with or access community support and cultural networks relevant to your needs?			
Yes	18 (39%)	14 (58%)	6 (18%)
Sometimes	20 (44%)	6 (25%)	11 (32%)
No	8 (17%)	4 (17%)	7 (50%)
10. Have you encountered difficulties in finding accurate information and support services (such as legal aid, refugee assistance programs, and language classes) tailored to your needs in your host country?			
Yes	4 (9%)	2 (8%)	2 (6%)
Sometimes	19 (41%)	9 (38%)	6 (18%)
No	23 (50%)	13 (54%)	16 (76%)

Table 3: The key challenges and stresses faced by migrants living abroad

turers (24%). Lecturers are less likely to report challenges compared to Master's degree students. Master's degree students encounter the highest level of challenges in understanding legal and administrative requirements, followed by Bachelor's degree students and Lecturers. Lecturers report fewer challenges in this area compared to students, possibly due to their familiarity with administrative procedures or access to resources.

I. Integration and Acceptance

Lecturers are the least likely to perceive significant barriers to integration and acceptance (8%), compared to Bachelor's degree students (50%) and Master's degree students (50%). Lecturers are more likely to report feeling integrated compared to students. Bachelor's degree students and Master's degree students perceive significant barriers to integration and acceptance in the local community, while Lecturers report relatively lower levels. Lecturers are more likely to feel integrated into the community compared to students, potentially due to their professional roles and networks.

J. Safety and Discrimination

Bachelor's degree students are the least likely to report feeling unsafe or experiencing discrimination (4%), followed by Master's degree students (17%) and Lecturers (15%). Lecturers are less likely to report safety concerns compared to Master's degree students. Master's degree students report the highest levels of feeling unsafe or experiencing discrimina-

tion, followed by Lecturers and Bachelor's degree students. Bachelor's degree students are the least likely to report safety concerns or discrimination, indicating potentially different experiences or perceptions compared to the other groups

K. Mental Health Issues

Lecturers report the highest percentage of experiencing mental health and emotional well-being issues (62%), followed by Master's degree students (46%) and Bachelor's degree students (33%). Lecturers are more likely to report mental health issues compared to students. Lecturers experience the highest levels of mental health and emotional well-being issues, followed by Master's degree students and Bachelor's degree students. Lecturers may face unique stressors related to their professional roles and responsibilities, impacting their mental health.

L. Access to Community and Cultural Networks

Master's degree students report the highest difficulty in connecting with community support and cultural networks (58%), followed by Bachelor's degree students (39%) and Lecturers (18%). Lecturers are less likely to report difficulty in accessing support networks compared to students. Master's degree students encounter the highest difficulty in connecting with community support and cultural networks, followed by Bachelor's degree students and Lecturers. Lecturers demonstrate relatively lower difficulty in accessing support networks compared to students, potentially due to their established connections or resources.

M. Access to Information and Support Services

Lecturers report the lowest difficulty in accessing information and support services tailored to their needs (6%), followed by Bachelor's degree students (9%) and Master's degree students (8%). Lecturers are less likely to report difficulties compared to students. Lecturers encounter the lowest difficulty in accessing information and support services tailored to their needs, followed by Bachelor's degree students and Master's degree students. Lecturers may benefit from existing support structures or networks available to them, contributing to their relatively lower reported difficulties.

These results highlight the diverse experiences and challenges faced by different groups of migrants living abroad, underscoring the importance of tailored support and interventions to address their specific needs effectively. Understanding these challenges can inform the development of targeted programs and initiatives aimed at enhancing the well-being and integration of migrants into their host communities.

IV. Discussion

Since the beginning of the active phase of the war with Russia, a large number of Ukrainians have been forced to move to the EU, and for many, this has been their first experience of living abroad. The Europeans have shown a friendly attitude towards Ukrainian migrants. In contrast, the practice has shown that, in addition to the natural difficulties of communication, related to the language barrier, there are numerous cases of lack of mutual understanding on both sides due to a lack of knowledge about the cultural characteristics of the behaviour of representatives of European nations. Since human behaviour is largely determined by values, we believe that it is important to study the peculiarities of the value systems of Ukrainians and other Europeans. The dissemination of relevant knowledge will facilitate the integration of Ukrainian refugees in host countries [25].

But integration is difficult for many reasons, including the fact that among the large number of migrants, who differ in some socio-demographic characteristics, including psychological attitudes, it was difficult for most people to accept a radical change of life without problems, and to quickly achieve a change of life, especially in conditions worse than at home, and quickly reach to quickly reach a mutual understanding with contacts in the host countries [26].

It's important to recognize that certain migrants have undergone significant emotional distress when forced to leave their homes. For instance, Ukrainian refugees escaping the horrors of war have faced multiple layers of trauma, including the direct effects of conflict, the upheaval of evacuation, the challenges of adapting to new cultures, and exposure to distressing media coverage. These experiences can have profound and long-lasting impacts on individuals and families, shaping their mental and emotional well-being for years to come. In addition to the physical displacement, the psychological scars left by such traumatic events require sensitive and comprehensive support systems to aid in the healing process and facilitate successful integration into new communities.

Abroad, migrants face an unfamiliar environment, and this is always a source of discomfort and stress because our brains perceive anything new and unknown as a threat. Even in the concept of stress psychology, there is such a thing as an "adaptation syndrome" – a complex of different defensive reactions that occur in the human body in response to significant harmful events (stressors).

The experiences and challenges faced by migrants vary significantly depending on factors such as educational background and professional status. Bachelor's degree students, Master's degree students, and Lecturers demonstrate distinct patterns in their responses, reflecting their unique circumstances and perspectives.

Language barriers emerge as a prominent challenge for migrants, particularly Bachelor's and Master's degree students. These barriers hinder communication and may impede access to essential services and opportunities in the host country.

Finding employment and achieving financial stability are significant concerns for migrants, with Master's degree students reporting the highest levels of difficulty. "Initially, the main goal for Ukrainian refugees was managing their lives, while finding a job was second place among their goals in the country of immigration." (Kulytskyi S., 2023). This indicates the importance of targeted support and resources to facilitate economic integration and stability.

Refugees face challenges in accessing healthcare services and securing stable housing in their host countries, with Bachelor's degree students demonstrating higher levels of concern in these areas. Ensuring access to quality healthcare and affordable housing is essential for their well-being and integration.

Navigating legal and administrative requirements poses challenges for migrants, particularly Master's degree students. Simplifying procedures and providing guidance and support can facilitate their integration and adjustment to the host country's regulations.

Migrants perceive significant barriers to integration and acceptance in the local community, indicating the need for initiatives to promote social inclusion and cultural exchange. Enhancing community engagement and fostering mutual understanding can contribute to their sense of belonging and well-being.

Safety concerns and experiences of discrimination are reported across all groups of migrants, highlighting the importance of addressing issues related to prejudice and discrimination. Creating safe and inclusive environments is essential for migrants to thrive and contribute positively to society.

Migrants, particularly Lecturers, report experiencing mental health and emotional well-being issues, underscoring the need for mental health support services and resources tailored to their needs. Addressing mental health concerns is crucial for their overall well-being and adjustment.

Refugees encounter difficulties in accessing information and support services tailored to their needs, indicating gaps in existing support systems. Strengthening support networks and increasing awareness of available resources can empower migrants to navigate challenges more effectively.

Tailoring support and interventions to the specific needs of migrants, taking into account their educational background, professional status, and individual circumstances, is essential for promoting their successful integration and well-being in the host country.

Overall, the findings highlight the complex and multifaceted nature of the challenges faced by migrants living abroad and underscore the importance of holistic approaches to support their integration and well-being. Addressing these challenges requires collaboration between government agencies, non-profit organizations, educational institutions, and the local community to create inclusive and supportive environments for migrants to thrive.

To aid migrants in adjusting to their new surroundings, they require assistance and support from a range of stakeholders. Organizations dedicated to assisting migrants can offer diverse forms of aid, encompassing psychological assistance, healthcare services, guidance on employment opportunities, and additional resources. Given the array of challenges faced by migrants, psychological support emerges as especially vital. Migrants frequently struggle with a range of psychological challenges, such as anxiety, depression, and post-traumatic stress disorder (PTSD). Psychologists play a pivotal role in offering counselling and therapy, aiding migrants in navigating their emotions and surmounting the hurdles of relocation. Through therapeutic interventions, psychologists assist in mitigating anxiety and depression, fostering self-esteem, and fostering constructive coping mechanisms for acclimating to their new surroundings.

Designing a comprehensive plan for psychological aid for migrants involves several key steps and considerations. It's necessary to conduct thorough assessments to understand the psychological needs and challenges faced by migrants, considering factors such as trauma history, cultural background, and current stressors. It's important to assemble a multidisciplinary team comprising psychologists, psychiatrists, social workers, and cultural advisors to provide holistic support tailored to the diverse needs of migrants.

Implementing immediate crisis intervention strategies is essential to address acute mental health concerns among migrants, ensuring timely support for those experiencing distress or psychological crises. This involves offering individual counselling sessions facilitated by qualified psychologists. These sessions provide personalized support, psychoeducation, and coping strategies tailored to manage stress, trauma, and emotional difficulties effectively.

In addition to individual counselling, group therapy sessions are organized to foster peer support, encourage the sharing of experiences, and build resilience among migrants facing similar challenges. This is particularly beneficial for trauma survivors or refugees from specific regions who may find solidarity and strength in communal experiences.

Cultural sensitivity and competence are paramount in psychological interventions, acknowledging the diverse cultural backgrounds, beliefs, and values of migrants. This ensures that support is provided respectfully and effectively, considering the unique cultural contexts of each individual. To enhance accessibility, psychological services are delivered in multiple languages, catering to migrants with limited proficiency in the host country's language. This reduces barriers to seeking help and ensures that support is inclusive and accessible to all. Engagement with migrant communities, community leaders, and grassroots organizations is crucial to building trust, raising awareness about mental health, and promoting help-seeking behaviours. Collaboration with healthcare providers further integrates mental health services into primary care settings, offering coordinated care and referrals for migrants requiring specialized psychiatric treatment. Capacity-building programs are offered for local healthcare providers, community leaders, and volunteers to enhance their understanding of mental health issues and improve their ability to support migrants effectively. Establishing crisis hotlines and online support resources provides migrants with immediate assistance, information, and referrals to mental health services, available 24/7. This ensures that support is accessible and readily available during times of crisis. "National public health institutes (NPHIs) can play several different roles in such refugee crises. NPHIs, in collaboration with other agencies, could conduct refugee needs assessments as well as forecast emerging needs." Finally, providing ongoing follow-

up and long-term support, including regular check-ins, support groups, and continued access to counselling and psychiatric care, ensures that migrants receive comprehensive care and support as needed [27].

By implementing these strategies, a comprehensive psychological aid plan effectively addresses the mental health needs of migrants, promoting their well-being, resilience, and successful integration into their new communities.

Migrants themselves can also help themselves in the process of adaptation by using various psychological methods. They have the opportunity to take proactive steps towards supporting their mental health and overall well-being by implementing evidence-based strategies and scientific recommendations. Firstly, seeking social support plays a crucial role, as forming and nurturing social connections with fellow migrants, community members, and support groups can offer invaluable emotional support and foster a sense of belonging.

Additionally, practicing self-care is essential. Engaging in activities that prioritize physical and mental well-being, such as regular exercise, maintaining a balanced diet, ensuring sufficient sleep, and incorporating relaxation techniques like mindfulness or meditation, can significantly contribute to overall well-being.

Furthermore, cultivating resilience is key. This involves reframing challenges as opportunities for growth, honing problem-solving skills, and maintaining a positive outlook despite adversity. It's essential to stay informed about available mental health resources, support services, and cultural adaptation programs in the host country through credible sources and community networks is also vital.

For effective stress management, acquiring and applying stress-relief techniques like deep breathing exercises, progressive muscle relaxation, or guided imagery can help alleviate stress and promote relaxation. Setting realistic goals is crucial to prevent feeling overwhelmed. Breaking tasks into manageable steps and celebrating progress along the way can enhance self-confidence and motivation. Staying active by engaging in meaningful activities and hobbies that bring joy and fulfilment fosters a sense of purpose and identity beyond challenging circumstances.

Moreover, staying connected to one's cultural heritage through participation in cultural events, preservation of traditions, language practice, and enjoyment of traditional cuisine provides continuity and comfort in the new environment. "Sharing outdoor space and tasks with others enabled an embodied experience of presence, reducing loneliness without verbal communication and turning nostalgic longing into connection rather than disconnection with their former life" [28].

It is essential to recognize the need for additional support and access professional help from mental health professionals or counsellors trained in cultural sensitivity and trauma-informed.

Incorporating mindfulness practices into daily routines, such as mindful breathing, eating, or body scans, cultivates present-moment awareness and alleviates anxiety. Participating in activities that foster a sense of purpose and community involvement, including volunteering, joining clubs or organisations, or participating in cultural events, is also beneficial. It's very essential to establish and maintain personal boundaries to safeguard mental and emotional well-being, and assertively communicate needs and limitations to others [29].

By embracing these strategies and actively engaging in self-care practices, migrants can empower themselves to navigate the complexities of migration and prioritise their mental health and well-being in their new environment.

V. Conclusions

In summary, the adaptation of migrants, both lecturers and students, abroad is an extremely complex process that requires support and assistance from a variety of sources. Psychological support, support from the local community, and learning the language and culture of the new country are just some of the important aspects of successful adaptation. It is also important to mention the importance of understanding the cultural and historical heritage of migrants and taking into account their needs and values.

The unique cultural values inherent in the inhabitants of various European countries cannot be deemed superior or inferior; rather, they represent cultural norms that are essential for all parties involved in interethnic communication to understand and honour. Failure to recognize these nuances may result in instances of mutual dissatisfaction and hinder the integration of Ukrainian refugees into host countries. "Their cultural adaptation requires various strategies, one of which is acculturation, the process by which they acquire the culture, values, and language of the host society" [30]. Thus, it is recommended to disseminate greater awareness about the national peculiarities of cultural norms, traditions, customs, and behaviours typical of different European nations within the public sphere of these countries through state information policies.

It's necessary to conduct thorough assessments to understand the psychological needs and challenges faced by migrants, considering factors such as trauma history, cultural background, and current stressors. It's important to assemble a multidisciplinary team comprising psychologists, psychiatrists, social workers, and cultural advisors to provide holistic support tailored to the diverse needs of migrants. The adaptation of migrants abroad is a complex process that can trigger different emotions and challenges. It is important to provide people with support and assistance to help them adapt to their new environment. Support can include both material assistance and psychological counselling and therapy.

Conflicts of Interest

The authors declare that they have no competing interests.

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