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Professional Self-Realization of Specialists in Various Fields in the Context of War: Comparative Analysis and Recommendations

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Abstract

This study explores the professional self-realization of specialists from various fields (business leaders, IT professionals, and university teachers of socionomic disciplines) under the crisis conditions of war, emphasizing the importance of self-development during such challenging times. The aim was to identify the psychological traits and key factors contributing to professional self-realization. A total of 419 respondents in Ukraine were surveyed using the PERMA Profiler, the Positive Mental Health Scale, and the Modified BBC Subjective Wellbeing Scale. The study examined levels of stress resistance, empathy, anxiety, satisfaction with achievements, relationships, and motivation. Findings indicate that stress factors play a crucial role in shaping self-realization, with younger IT professionals showing lower resilience. Five coaching request domains were identified: somatic-behavioural, emotional-volitional, mental-cognitive, social-creative, and existential-spiritual. Coaching is proposed as a possibly effective tool to support the self-development and self-realization of professionals across fields. The results hold scientific and practical value for efforts to enhance the personal and professional competencies of specialists, particularly in the context of war-related challenges. The study not only offers a comparative analysis, but also presents actionable recommendations for fostering professional growth through coaching.

Keywords: Professional self-realization, Self-development, Personality, Coaching, War

1 Introduction

For an effective process of self-realisation, a person needs to form and constantly develop professional skills. The development of professional competence is especially important in light of numerous current challenges and constraints. Circumstances such as economic crises, technological development, pandemics and wars require professionals to be flexible in their thinking, quick to adapt to new conditions, motivated, have high life values and continuing self-development (Kandiuk-Lebid et al., 2024; Mirza & Mahboob, 2021; Sushko & Prokhorenko, 2024). Thus, having found themselves in crisis conditions due to the full-scale military aggression that began in 2022, Ukrainian business leaders, IT specialists and university teachers of socionomic disciplines had to change forms and approaches to self-development and self-realization, switch to new forms of education, master new techniques of psychological assistance such as coaching (Clutterbuck, 2020; DuPlessis et al., 2021; Dzikovska, 2019), which required mastering new information technologies. Socionomic disciplines are professions that are based on person-to-person communication (psychologist, teacher, social educator, social worker, journalist, political scientist, etc.)

Scientists have previously noted the need to identify psychological factors and their impact on the process of self-development and professional self-realization of specialists in wartime (Prib et al., 2023; Zelenin, 2024). In addition, the importance of psychological support and the development of emotional and interpersonal skills in the formation of professional competence and self-realization of specialists in various fields of activity was noted (Almalky & Alwahbi, 2023; Chayka & Zelenin, 2024; Garay-Rondero et al., 2022; Quintero et al., 2024; Zelenin, 2024).

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Despite the research conducted to determine the peculiarities of professional self-realization of specialists in various fields, the issue of psychological peculiarities of self-development of business leaders, IT specialists and teachers of socionomic disciplines in higher education institutions in times of war is insufficiently covered and requires further study.

2 Literature review

Today's challenges, such as wars, famine, natural disasters, and political and economic meltdowns, constrain conditions in work and education. For example, the recent global COVID-19 pandemic and the full-scale military aggression that began in 2022 have dramatically changed not only the lives of millions of people in Ukraine, but also the forms of education and professional self-realisation. These restricted conditions led to the urgent introduction of distance work in business and education, and new alternative forms of education had to be found to continue the inclusive learning process (Hyland et al., 2023; Morganstein et al., 2022; Mosiychuk et al., 2024; Stepanov et al., 2024).

A person ought to determine his or her life path, giving it direction, purpose and meaning, and realising himself or herself as a person, shaping and transforming his or her attitude towards other people and the outside world as a whole. There is an internal development of a person who is guided by his or her life philosophy (Pyrohovska et al., 2025). The modern scientific literature presents several factors that influence a person's personal and professional self-realization (Filonenko et al., 2022; Makedon et al., 2024). They can be conditionally divided into personality-dependent (values, purpose, will, desire to improve oneself, flexibility of thinking, etc.) and personality-independent (social conditions, financial situation, media influence, etc.).

The key conditions for personal self-realization are psycho-ecological, psychophysiological, educational, psychological and social. The role of the psycho-ecological structure influencing the process of self-realization can be characterised by reference to extraordinary events like war, pandemic, daily shelling, destruction of infrastructure, and the very real danger of nuclear disaster. These conditions can change the psycho-emotional state of the individual, resulting in more aggression, anxiety or depression or lower vitality. There is a general factor of subjective well-being and mental health, meaning that there are high correlations between the various measures that are used to examine subjective well-being and mental health. We can hypothesize that it is precisely this that is heavily impacted by such crises as wars and pandemics.

Psychophysiology posits the nervous system as the fundamental basis for the formation and stable development of mental processes, the emotional sphere, and physical well-being (Pyrohovska et al., 2025). It is the state and level of development of the nervous system that determine the potential for cognitive activity, emotional self-regulation, stress resistance, and the ability to adapt in difficult life circumstances, particularly during war.

At the same time, psychophysiological conditions also involve reverse mechanisms of influence, when the body's physiological reactions directly affect psychological functioning, for example, through hormonal stress mechanisms such as increased cortisol secretion. Prolonged activation of such reactions can disrupt cognitive abilities, emotional state, and mental stability, complicating the processes of self-regulation and realization of professional potential.

Self-realization strategy is an important component on the way to personal and professional development, and education is an important basis for this. Self-realization is determined by personal consciousness and mechanisms that influence the formation, adjustment and transformation of life strategies (Filonenko et al., 2022). In addition, the feeling that everything is under control, the concept of "locus of control", plays a key role in self-realization, especially in times of crisis. People with an internal locus of control are more likely to believe in their ability to influence the situation, which increases their motivation, resilience, and ability to cope with difficulties. This contributes to greater self-confidence, more active search for solutions, and implementation of strategies for successful professional development.

When self-realization is adequately integrated, a long-term strategy is implemented that is aimed at achieving long-term and distant professional goals (Makedon et al., 2024; Tiurina et al., 2022). Otherwise,

a short-term strategy may take over, when the person perceives the situation as forced and as too powerful in relation to their limited resources. This can lead to frustration and internal conflict.

The importance of the issue under consideration is conditioned by the complex socio-psychological circumstances of the current Ukrainian reality, which is dominated by the challenges of uncertainty in the conditions of war, the constriction of the scope of activity, and its structural and qualitative changes. The average Ukrainian endures shelling, blackouts, stress, and tension. Depression and anxiety are the leading diagnoses in the modern world even in "normal" circumstances. Business leaders, even IT specialists and university instructors in socionomic sciences, are not prepared for such circumstances. Now these experts can only be asked how they can make a career, armed with skills but in an atmosphere of uncertainty about how efficient their learned competency matrices can be in the middle of a full-scale war, and what risks might occur on their way.

When formulating a life task, a person relies on the core component of "aspiration": interests and desires. When assessing their capabilities, individuals are guided by the "I can" component, which reflects self-knowledge, self-attitude, and self-esteem. At the decision-making stage, the "I must" component encompasses aspects such as self-regulation and social demand. All of these components are interrelated with key moments of decision-making, motivation, and life and value orientations (King et al., 2023).

Psychological tests and instruments have been developed to determine the level of well-being. One of them is the PERMA-Profiler Short Multidimensional Well-Being Inventory (Butler & Kern, 2016). It can be used to assess both objective components of professionals' well-being (e.g., availability of resources to meet basic needs, availability of educational opportunities, absence of harmful environmental factors) and subjective components (e.g., satisfaction with life and personal fulfilment in various areas) (Savchenko & Lavrynenko, 2023).

The main challenge for teachers and practitioners of socionomic disciplines is that the socionomic sphere has a high level of social responsibility. Its successful functioning requires effective management of diversity and inclusion of all population groups (Kandiuk-Lebid et al., 2024; Kostiukevych et al., 2020; Shcherbak et al., 2023; Zobenko, 2022). Experts have determined that for an effective process of inclusive education in socionomic professions, it is necessary to have specialists trained in psychology and pedagogy in institutions of higher education. Therefore, one of the problems of the educational process is the unpreparedness of teachers to work under conditions of war (Kryshtanovych et al., 2020; Shcherbak et al., 2023). One of the effective tools for overcoming the above challenges and barriers to professional self-realization of specialists is individual and group coaching as an approach aimed at identifying the deep potential of an individual or group and maximizing this potential in the current social conditions. Coaching can take place in the form of individual or group work with a coach, or in the format of self-care — the use of coaching technologies to help oneself.

The use of coaching opportunities is advisable to prevent psychological instability of the subject being coached. With the help of coaching, a specialist can solve a number of tasks related to the development and preservation of psychological stability and the elimination of professional instability. These tasks include: developing a strategy for professional growth, getting rid of behavioural features that generate passivity, developing professional flexibility and mobility, mastering skills required to cope with critical situations, focusing on a positive result, and the ability to manage one's emotions and feelings (Lee et al., 2018). Professional self-realization requires active effort, in which the choice of profession and "life in the profession" is of particular importance in determining individual interests, orientations, and lifestyle. Professionalization has become an important criterion of social stratification, a factor of social mobility and socio-cultural dynamics (Boyle et al., 2023; Shcherbak et al., 2023). Also Zelenin (2023) has pointed out the important role of developing managerial and leadership qualities of managers of business organizations through variable coaching models in the context of war. All of the above requires the development of strategies and approaches to professional self-realization that take into account the needs and characteristics of specialists in different fields.

3 Research objectives

The purpose of the study is to identify the peculiarities of professional self-realization of business leaders, IT specialists and university teachers of socionomic disciplines in the context of war. To achieve this goal, the following objectives of the work were defined:

- to investigate the current state of the problem and identify the main aspects of the formation of professional self-realization in specialists in various fields;
- to analyse the literature on the current state of the problem, using databases such as Scopus, Web of Science, and Google Scholar. The analysis covered scientific articles published in recent years; in total, 39 contemporary scholarly articles were incorporated into the empirical study;
- to identify how war hinders or promotes self-realization;
- to conduct a comparative analysis of the self-realization of business leaders, IT specialists and teachers of socionomic disciplines in higher education;
- to identify possibilities for promoting professional self-realization of business leaders, IT specialists and teachers of socionomic professions in higher education institutions in the context of war through coaching.

4 Research methods

The research was performed through the analysis of the scientific literature, observations, unstructured interviews, and the gathering of empirical data through a survey of respondents representing the business environment, IT professionals, and university professors in the socionomic disciplines during the time of martial law in Ukraine. Included were specialists who were coached or were in self-coaching. Participants included both employees instructed by their employers to seek coaching (e.g. when relocating business activities during the war, either nationally or internationally), and independent professionals in the specified spheres who sought to be coached themselves.

It is worth mentioning that there might be self-selection: Those who appreciated problems in their professional life or career and sought to overcome them were likely to respond to coaching, whereas those who did not see the necessity of doing it or were sceptical about its usefulness could refuse. In the case of IT specialists, in particular, some of the elements of the professional development and career paths, such as the role of coaching, have been covered in previous works (Zelenin, 2024).

To analyse the literature on the current state of the problem, such databases as Scopus, Web of Science, and Google Scholar were used. The keywords applied in the search included “professional self-realization”, “professional self-development”, “personality”, “coaching”, “psychological state”, and “war”. The analysis covered scientific articles published in recent years; in total, 39 contemporary scholarly articles were incorporated.

4.1 Participants

The selection of participants was carried out according to the following criteria: at least a three-year professional experience at the time when martial law was imposed, due to which it was possible to have a base regarding the influence of coaching on their professional evolution. The sample included people who sought coaching support on their own initiative and others who were referred to coaching by their employers. The work was conducted in 2022-2025 beginning with the start of the full-scale invasion of Ukraine. The most common pattern was corporate requests, when a business team (IT department, business managers) or teaching team (teachers evacuated in consequence of military operations) was sent to coaching. Once positive reports were received, the sample was augmented through individual invitations by business executives, information technology experts, and educators at universities who teach socionomic disciplines

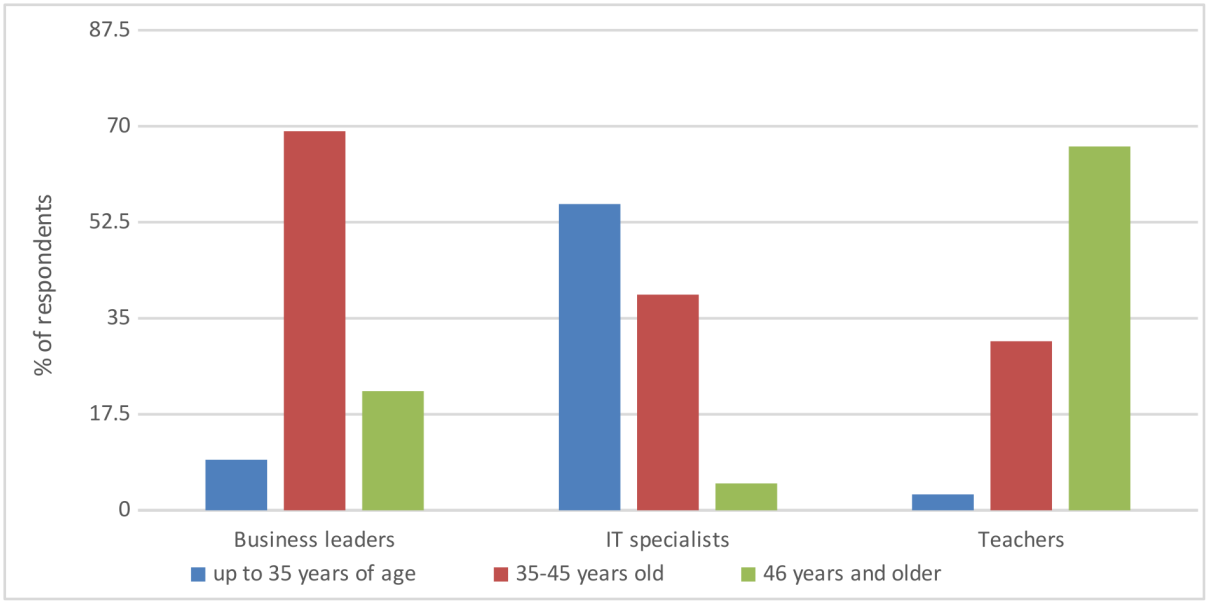

Figure 1: Distribution of respondents by age

(including, but not confined to displaced educators). Respondents employed both full-time and part-time were included in the study.

In the course of the study, 419 respondents (169 women and 250 men) were interviewed. The respondents' age ranged from 22 to 64 years, with an average age of 37.4 $\pm$ 2.6 years (Figure 1). The age structure of the sample was heterogeneous depending on professional groups: IT specialists were predominantly under 35 years of age, business leaders were predominantly between 35 and 45 years of age, and most teachers of socionomic disciplines were over 46 years of age. The study involved 152 business leaders, including 69 men and 83 women, with an average age of 41.7 $\pm$ 2.7 years (SE), 163 IT specialists, including 152 men and 11 women, with an average age of 34.3 $\pm$ 2.1 years (SE), as well as 104 teachers of socionomic professions, including 25 men and 75 women, with an average age of 48.2 $\pm$ 3.0 years (SE). All teachers worked at leading higher education institutions in Ukraine, including Taras Shevchenko National University of Kyiv, M. P. Dragomanov National Pedagogical University, National University of Life and Environmental Sciences of Ukraine, Borys Grinchenko Kyiv Metropolitan University, Vasyl Stefanyk Precarpathian National University, and Ivan Franko National University of Lviv.

It is necessary to note that the recruitment plan could not avoid self-selection. The sample was comprised of participants who had already started coaching or self-coaching activity before the study, or were aware of personal development problems. These may have self-selected based on greater initial motivation, or of awareness of personal development problems. This limits the representativeness of the sample because those professionals who were not interested in coaching, or those having more serious psychological issues, may have been less willing to take part in the work. However, the combination of three large professional groups with much gender and age diversity extends the generalizability of the findings to the Ukrainian context. Comparative demographic testing has shown that the structure of the sample (37.4 years average age; 40.3% women overall) is similar to the demographic structure of these professional groups in Ukraine, and is a valid sample structure to be used in an exploratory psychometric study.

4.2 Procedure

The main tool of this study is a survey that was conducted online by filling out Google forms. After providing informed consent, participants were able to complete the survey.

The work was carried out in compliance with ethical standards and confidentiality. The survey was voluntary. All respondents were informed about the survey in advance. The study was conducted in accordance with the Ethical Principles for Medical Research Involving Human Subjects, the Universal

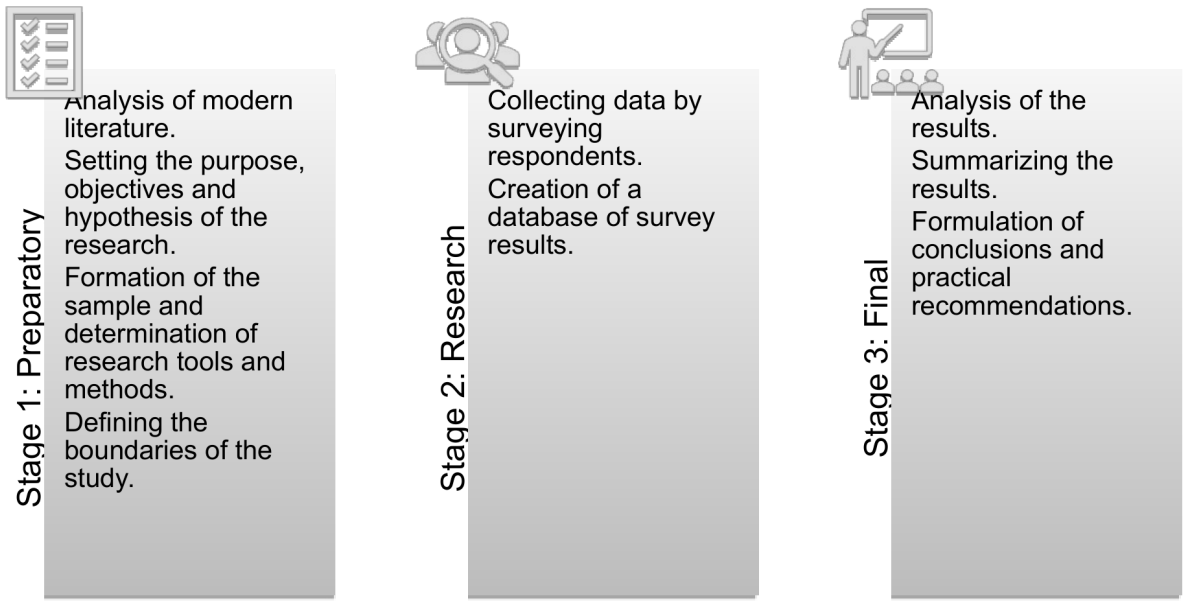

Figure 2: Stages of the empirical study

Declaration on Bioethics and Human Rights, the principles of the Declaration of Helsinki (1964), and approved by the Ethics Committee.

This empirical study was conducted from January 2024 to May 2024. It was carried out in several stages, according to the design presented in Figure 2. First, the modern scientific literature of domestic and foreign authors was analysed, the purpose and objectives of the study were set, the sample was recruited, and the tools, methods and boundaries of the study were determined. At the second stage, data was collected through a questionnaire survey and a database of questionnaire results was formed. At the last stage the research data were analysed, the results were summarised, and conclusions and practical recommendations were formulated.

4.3 Instruments

PERMA profiler

The psychological diagnostics of the level of personal well-being was carried out using a modified version of the PERMA Profiler methodology developed by Seligman (2011), as adapted on a Ukrainian sample by Savchenko and Lavrynenko (2023). The scale was applied to evaluate the way the respondents experience their professional activities in terms of emotions, engagement, relationships, meaning, and achievements; however, originally, the scale had been developed as a general multidimensional measure of well-being (Butler & Kern, 2016). This emphasis gives an opportunity to examine how well-being that is caused by work-related experiences interacts with structural characteristics, as well as to compare outcomes in different professional groups.

The PERMA Profiler questionnaire includes 23 statements that form eight subscales: the five basic components of the PERMA model, namely positive emotions (P), engagement (E), relationships (R), meaning (M), and achievement (A), plus three additional subscales covering negative emotions, health, and loneliness, which expand the assessment of subjective well-being. In our study, the overall well-being score (PERMA Total/Overall Well-being) was calculated as the average of all 23 items in the questionnaire, which is in line with the recommendations of the methodology developers and allows for a comprehensive assessment of the overall level of psychological functioning. Separately, we also analysed the five key components of the PERMA model, which were used for comparison between groups and for a more detailed interpretation of the professional well-being profile of the study participants. Additional subscales

related to negative emotions, health, and loneliness were considered as auxiliary indicators that clarify the psycho-emotional context of professional self-realization in wartime conditions.

Responses were recorded on an 11-point Likert-type scale ranging from 0 (“never”, “terrible”, “not at all”) to 10 (“always”, “excellent”, “completely”). The instruction provided to participants was: “Answer the following questions on an 11-point scale from 0 to 10, depending on the degree to which the content of the question describes what you think it is.”

To ascertain the reliability and validity of the instruments used, internal consistency as well as factor structure were tested. Cronbach’s α of the PERMA-Profiler subscales was .74 (Relationships) to .86 (Engagement), and for the complete scale it was .88. The PMH scale had an α of .82 and the BBC-SWB scale of .84. Exploratory factor analysis (principal component method with varimax rotation) showed that the applied instruments are multidimensional but with factor loading values still high, between .56 and .81. These findings confirm the construct validity of the scales used and indicate that they captured not only a measure of general well-being but domain-specific facets of professional self-realisation. *The results revealed the presence of a dominant first factor, which explained the largest share of data variability and was interpreted as a general factor of psychological well-being and mental health. For the PERMA Profiler methodology, the first principal component without rotation explained a significant proportion of the total variance, indicating the existence of an integral measure of positive functioning common to all items of the instrument. The subsequent factors had significantly lower eigenvalues and reflected more specific areas of well-being that were consistent with the theoretical components of the PERMA model, such as emotional, relational, meaning, and achievement.*

A similar trend was found when analysing the combined set of items from the three scales: the first factor accounted for the main share of variability, while the subsequent factors represented relatively independent but interrelated aspects of subjective well-being, positive mental health, and psychological functioning. The structure corresponds to the widespread conclusions of research in positive psychology, where different instruments for measuring related constructs often reveal a common latent factor of general well-being alongside a number of specific subfactors.

Positive Mental Health (PMH) scale

Additionally, the “Positive Mental Health Scale” (PMH-scale) was applied to assess internal factors of positive mental health (emotional and other psychological dimensions), as well as external factors such as social support and partnership, adapted and standardized on a Ukrainian sample by Karamushka et al. (2022). The scale includes nine statements:

I often feel carefree and in a good mood.
I enjoy my life.
I generally feel satisfied with my life.
I feel generally confident.
I am coping with meeting my needs.
I am in good physical and emotional shape.
I feel that I am able to cope with life and its difficulties.
Much of what I do brings me joy.
I am a calm and balanced person.

Participants responded on a 4-point scale: “not true”, “rather not true”, “rather true”, “true”. The total score ranged from a minimum of 9 points to a maximum of 36 points. A score of 9–24 points indicates a low level of positive mental health, 25–29 points indicates a medium level, and 30–36 points indicates a high level.

BBC Subjective Well-being Scale (BBC-SWB)

The study also employed the “Modified BBC Subjective Well-being Scale” (BBC-SWB) developed by Pontin et al. (2013) and adapted to a Ukrainian sample by Karamushka et al. (2022). This instrument consists of 24 items and includes three subscales:

Psychological well-being – assessing the ability to control one's life; maintain optimism about the future; have confidence in one's own thoughts and beliefs; engage in personal growth and self-development.

Physical health and well-being – assessing satisfaction with physical health; quality of sleep; ability to work and carry out daily activities; levels of physical activity and recreation; absence of symptoms of depression and anxiety.

Relationships – assessing the quality and supportiveness of interpersonal relationships.

Assessment was carried out using a 5-point Likert scale:

1 – not at all

2 – a little

3 – moderately

4 – strongly

5 – very strongly

The subscale structure was as follows:

- Psychological well-being – items 4–15;
- Physical health and well-being – items 1–3 and 21–24;
- Relationships – items 16–20.

The results obtained were compared with normative thresholds proposed by Pontin et al. (2013) for the UK sample and adapted to the Ukrainian population by Karamushka et al. (2022):

- *Psychological well-being:* low level 12–39 points; medium level 40–47 points; high level 48–60 points;
- *Physical health and well-being:* low level 7–20 points; medium level 21–25 points; high level 26–35 points;
- *Relationships:* low level 5–16 points; medium level 17–20 points; high level 21–25 points;
- *Subjective well-being (total score):* low level 24–76 points; medium level 77–91 points; high level 92–120 points.

All scales used in the study (PERMA profiler, PMH-scale, BBC-SWB) had previously been adapted on representative samples of the population in Ukraine.

Data analysis

All statistical analyses were conducted using IBM SPSS Statistics v.29. Prior to hypothesis testing, data were screened for completeness and basic assumptions. Distributional properties of continuous variables were inspected using the Kolmogorov–Smirnov test for normality and Levene's test for homogeneity of variances. Where assumptions of normality and homoscedasticity were met, parametric tests were applied; otherwise, non-parametric alternatives were used.

Descriptive statistics (means, standard deviations, proportions) were calculated for all study variables. Group differences among the three professional groups (IT specialists, business leaders, and university teachers in socionomic disciplines) were examined using one-way ANOVA with Tukey's post hoc test for normally distributed variables, and the Kruskal–Wallis H or Mann–Whitney U test for non-normally distributed variables. Chi-square tests were applied to categorical data. Statistical significance was set at $p < .05$. The internal consistency of the applied instruments (PERMA Profiler, Positive Mental Health Scale, and BBC Subjective Well-Being Scale) was evaluated using Cronbach's α coefficients for each subscale and total score.

To assess construct validity and the dimensional structure of the measures, exploratory factor analysis (EFA) was conducted separately for each psychometric instrument (PERMA-Profiler, PMH Scale, and BBC-SWB Scale) rather than pooling items across tools. Sampling adequacy was verified with the Kaiser–Meyer–Olkin (KMO) criterion (> .80) and Bartlett's test of sphericity ($p < .001$). Factors with eigenvalues greater than 1.0 were retained, and the scree plot was examined to identify inflection points. Item loadings $\geq .50$ were interpreted as salient. This approach evaluated convergent and discriminant validity — the extent to which the administered well-being and mental health instruments captured a shared general construct versus distinct specific facets.

Pearson's product–moment correlations were computed to assess associations between the main indicators of well-being, mental health, and subjective functioning. To evaluate the independent contribution of demographic variables (age, gender) and professional status (IT specialist / business leader / university teacher) to well-being and self-realization, multiple linear regression models were fitted. Standardized beta coefficients (β) and explained variance (R^2) are reported.

Analyses of group differences were performed depending on the nature of the data. To compare the means of the various treated groups, Student's t-test was used when a distribution was more or less normal, but Mann Whitney's U test was applied when distributions were significantly deviant. To analyse categorical data (e.g., distribution across low, medium and high), a 6-test statistic was used. Pearson correlation coefficients were computed to measure interrelationships among the variables. The statistical significance was set at $p < .05$.

5 Results

Before conducting between-group comparisons, the psychometric characteristics of all applied measures were examined. Internal consistency coefficients (Cronbach's α) ranged from .74 to .88 across the subscales, which exceeds the minimum recommended level of .70 and indicates satisfactory reliability (Table 1). Exploratory factor analysis (performed separately for the PERMA-Profiler, the Positive Mental Health Scale, and the BBC Subjective Well-being Scale) confirmed the expected structures. The PERMA-Profiler (23 items) revealed a five-factor structure consistent with its theoretical model (Positive emotions, Engagement, Relationships, Meaning, and Accomplishment), explaining 64.2% of the variance, with a clear bend in the scree plot after the fifth component. The PMH and BBC-SWB scales showed dominant single-factor solutions explaining 48.5% and 52.7% of total variance, respectively.

The overall well-being index in the PERMA Profiler questionnaire (PERMA total in Table 1) is formed from all 23 items, not just the five basic components of the model. The five main subscales, namely Positive emotions, Engagement, Relationships, Meaning and Achievement, cover 15 items and represent the core of the theoretical model, while additional subscales for negative emotions, health, and loneliness expand the assessment of well-being by capturing the psycho-emotional and physical context of human functioning. In our study, the PERMA Total score was calculated as an integral index based on all 23 items of the questionnaire, which is consistent with the recommendations of the methodology developers and allows for the assessment of the overall level of psychological well-being.

Table 1 presents the number of items, Cronbach's α coefficients, and the range of factor loadings for all subscales. These indices confirm that the instruments used in the study possess adequate reliability and construct validity, which justifies their further use for comparative analysis.

To evaluate convergent and discriminant validity, Pearson correlations were calculated between the total scores of the PERMA-Profiler, PMH, and BBC-SWB (N = 419). Moderate-to-strong positive associations were found ($r = .55–.61$, $p < .001$), which indicates that the three instruments capture a shared core of general well-being while also reflecting domain-specific aspects of psychological functioning (Table 2). None of the coefficients exceeded .70, which supports the use of these scales in the same model without excessive multicollinearity.

Given the war-related context, a separate part of the questionnaire consisted of three single-item indicators that captured current levels of stress, anxiety, and depressive feelings. For analytical purposes, these three items were summed into one composite distress score. Group differences in this composite

Table 1: Internal consistency (Cronbach's α) and sample factor loadings of the applied scales

Instrument / Subscale	Number of items	Cronbach's α	Item loadings (range)
PERMA – Positive emotions	3	0.78	0.59–0.74
PERMA – Engagement	3	0.86	0.63–0.81
PERMA – Relationships	3	0.74	0.57–0.69
PERMA – Meaning	3	0.80	0.61–0.76
PERMA – Achievements	3	0.85	0.62–0.77
PERMA – Total	23	0.88	—
PMH scale	9	0.82	0.58–0.73
BBC-SWB – Psychological wellbeing	12	0.83	0.60–0.78
BBC-SWB – Physical health & wellbeing	12	0.81	0.57–0.72

Source. Created by the author.

Table 2: Intercorrelations among the main constructs

	PERMA total	PMH	BBC-SWB
PMH	.58***	—	
BBC-SWB	.55***	.61***	—
Age	-.21**	-.17*	-.15*
Gender	.18*	.12	.09

Note. Gender is coded 0 = male, 1 = female. Correlations were computed on the pooled sample (*N* = 419).
* $p < .05$, ** $p < .01$, *** $p < .001$

Table 3: Assessment of stress, anxiety and depression levels among professionals in various fields. For statistical analysis, group differences were examined based on the overall mean scores of stress, anxiety, and depression.

	IT specialists		Business leaders		Teachers	
Distress level	n	%	n	%	n	%
Very low	15	9.2	25	16.5	15	14.4
Low	76	46.4	83	54.6	52	50.0
Medium	38	23.4	32	21.0	30	28.9
High	31	19.0	8	5.3	5	4.8
Very high	3	1.8	4	2.6	2	1.9
Total	163	100	152	100	104	100

Source. Created by the author.

score were assessed using one-way ANOVA. The model was statistically significant, $F(2, 416) = 5.84$, $p = .003$, which indicates that levels of war-related distress differed across occupational groups. Post-hoc Tukey's tests showed that IT specialists had significantly higher composite distress compared with business leaders ($p = .021$) and university teachers ($p = .009$). These data are summarised descriptively in Table 3. They show that, although the majority of respondents in all groups reported low or moderate distress, IT specialists more often indicated elevated levels.

After psychometric verification, the main well-being indicators were compared between the three professional groups. Mean scores on the eight PERMA subscales and the overall well-being index are

Table 4: Indicators of personal well-being by average score (11-point scale) on the 8 subscales of the PERMA profiler mean ± standard deviation

Subscale / Index	IT specialists (n = 163)	Business leaders (n = 152)	Teachers (n = 104)
Positive emotions	6.8 ± 1.12	6.1 ± 1.24	6.7 ± 1.13
Engagement	7.3 ± 0.98	7.4 ± 1.13	7.4 ± 1.11
Relationships	6.0 ± 1.02	6.8 ± 1.02	6.6 ± 1.01
Meaning	7.0 ± 0.95	7.0 ± 0.98	6.9 ± 0.92
Accomplishment	7.3 ± 1.15	7.4 ± 0.99	7.4 ± 1.04
Negative emotions (rev.)	4.1 ± 1.21	3.9 ± 1.18	3.7 ± 1.15
Health	6.7 ± 1.05	6.9 ± 1.02	6.8 ± 1.09
Loneliness (rev.)	4.4 ± 1.16	4.2 ± 1.13	4.0 ± 1.14
Overall wellbeing	6.6 ± 0.88	6.7 ± 0.91	6.6 ± 0.90

Source. Created by the author.

presented in Table 4.

Overall well-being (PERMA Total) did not differ between groups ($p > .05$). For the reversed Negative Emotions indicator, teachers showed lower stress/negative affect than IT specialists, $F(2, 416) = 4.98$, $p = .007$. No statistically significant differences were found for Meaning, Engagement, and Health (all $p > .05$). Levene's test confirmed the homogeneity of variances ($p > .05$), which supports the use of parametric tests. Lower scores on the Relationships subscale among IT professionals should not be interpreted in terms of personal deficits. More likely, they reflect the specifics of professional activities focused on individual or indirect interaction, as well as the peculiarities of work organization in remote and project-based environments. These differences may partly reflect self-selection into professions; however, the cross-sectional design limits causal interpretation.

Because the three professional groups differed in age and gender structure (IT — predominantly younger men, university teachers — predominantly older women), an additional multiple linear regression analysis was conducted to control for these factors. PERMA Total was entered as the dependent variable, and age, gender, and professional group (dummy variables) were entered as predictors. The model was statistically significant, $F(3, 415) = 14.82$, $p < .001$ and explained 19% of the variance ($R^2 = .19$). Professional group remained an independent predictor of well-being ($\beta = .24$, $p < .001$) even after adjusting for age and gender, which means that differences between IT specialists, business leaders, and teachers cannot be fully attributed to the age or gender composition of the groups. In unadjusted comparisons, PERMA Total did not differ meaningfully between groups. However, after adjusting for age and gender (which were unevenly distributed across professions), professional group differences emerged, suggesting a suppression effect. Controlling for age and gender, IT specialists showed higher adjusted PERMA Total than teachers. Age showed a negative contribution ($\beta = -.21$, $p = .004$): younger respondents reported slightly higher well-being and accomplishment. Gender had a weaker but still significant effect ($\beta = .18$, $p = .031$), with women scoring higher on relationship-related components and on PERMA Total.

When PMH Total and BBC-SWB Total were additionally entered into the model as psychological predictors, the explained variance increased to 41% ($R^2 = .41$, $\Delta R^2 = .22$, $p < .001$). Adding PMH Total and BBC-SWB Total substantially improved model fit, indicating that these instruments capture much variance that is shared with PERMA Total. Descriptive analysis of the Positive Mental Health Scale showed that most respondents in all three groups demonstrated medium-to-high levels of positive mental health. One-way ANOVA for the PMH total score did not reveal statistically significant differences between IT specialists ($M = 3.9$; $SD = 0.78$), business leaders ($M = 3.8$; $SD = 0.81$), and university teachers ($M = 3.7$; $SD = 0.80$), $p > .05$ (Table 5).

The PMH scale is more informative to interpret in regression models that control for age and gender, rather than comparing occupations directly. The BBC-SWB scale also showed generally higher scores in

Table 5: Mean values (M ± SD) of overall positive mental health according to the results of the Positive Mental Health Scale among specialists in different fields. One-way ANOVA showed no statistically significant intergroup differences in the overall PMH scores ($p > 0.05$).

Group	n	Mean (M)	SD
IT specialists	163	3.9	0.78
Business leaders	152	3.8	0.81
Teachers	104	3.7	0.80

Source. Compiled by the author based on study data.

Table 6: Mean values ($M \pm SD$) of BBC Subjective Wellbeing indicators among specialists in different fields

BBC-SWB indicator (item)	IT specialists (n=163)	Business leaders (n=152)	Teachers (n=104)
I am satisfied with my life	3.7 ± 0.84	3.8 ± 0.81	3.9 ± 0.80
I am satisfied with my health	3.8 ± 0.82	3.9 ± 0.79	4.0 ± 0.78
I am satisfied with my personal growth	3.9 ± 0.80	3.8 ± 0.82	3.9 ± 0.81
I am satisfied with my relationships	3.6 ± 0.85	3.7 ± 0.83	3.8 ± 0.82
I am satisfied with my achievements	3.8 ± 0.83	3.9 ± 0.80	4.0 ± 0.79
Overall subjective wellbeing index	3.8 ± 0.81	3.8 ± 0.81	3.9 ± 0.80

Source. Compiled by the author based on study data.

all three groups (Table 6) than the Ukrainian normative sample published by Karamushka et al. (2022). Teachers demonstrated marginally higher satisfaction with health and relationships than IT specialists, but this minimal difference diminished after controlling for age in regression analysis, which suggests that the higher age of teachers partly explains their higher somatic and relational well-being. Older age predicts lower well-being when using the PERMA as a measure, but higher well-being when using the BBC-SWB.

The obtained psychometric and comparative data allowed us to proceed to qualitative verification of the identified well-being domains through open-ended responses. Finally, analysis of open-ended responses, observation notes, and unstructured interviews allowed us to identify five stable domains of coaching and self-coaching requests that recur across all three professional groups under martial law (Figure 3): (1) somatic–behavioural (stress, sleep, workload), (2) emotional–volitional (self-regulation, emotional intelligence), (3) mental–cognitive (goal-setting, time management, feedback), (4) social–creative (interaction in a diversified professional environment, leadership, inclusion), and (5) existential–spiritual (meaning of work during the war, career direction, value re-orientation). These qualitative findings are consistent with the quantitative results and explain why respondents with similar well-being levels still formulate different developmental tasks depending on their profession.

The somatic and behavioural range of requests is about help to develop new ways of doing things (habits) and solve various psychological and physiological issues. For example, after the full-scale invasion of the Russian army in 2022, the issue of irregular workloads and intensification of work, which requires rapid recovery and overcoming stress, became particularly relevant.

The emotional and volitional range of requests is about psychological support and constructive emotions in the space of interpersonal communication with colleagues. It involves training in volitional self-regulation to develop the emotional intelligence required to achieve self-development and self-realisation in both personal and professional life in the context of war.

The mental and cognitive range of requests for coaches is aimed at developing competencies in effective time management, strategic thinking, the ability to set and achieve goals, introduce innovative technologies, give and receive constructive feedback from colleagues, plan professional self-development and self-realisation.

The social and creative range of requests includes interaction in the professional environment.

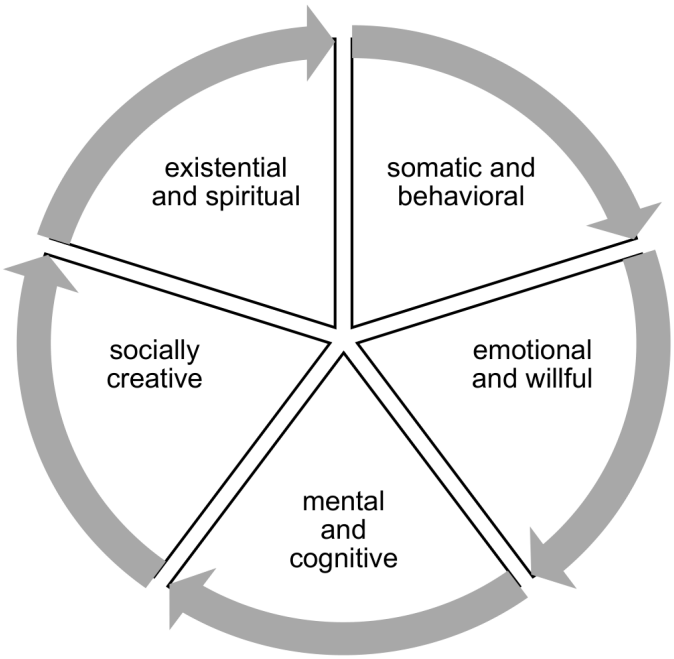

Figure 3: Ranges of requests for coaching from business leaders, IT specialists and teachers of socionomic disciplines in higher education

It involves both professional socialization and creative, extraordinary approaches to professional self-actualization and promotes the development of leadership skills for self-realization in different social contexts. In today's environment, business leaders, IT professionals, and teachers of socionomic professions in universities must understand and take into account social and cultural diversity, the uniqueness of the worldview and views of employees, which can help create an inclusive professional environment where everyone feels valued.

The existential and spiritual range of requests involves reflecting on one's personal life scenarios and prospects. Professional self-realization during the challenges of war is determined by questions about the direction of professional career, what meaning to find in professional activity, how to improve professional qualifications, how to perceive spiritual challenges, and other issues.

The five key areas of coaching requests identified in the study (somatic-behavioural, emotional-volitional, mental-cognitive, social-creative, and existential-spiritual), supported by the analysis of survey results, observation, and unstructured interviews, allowed us to develop recommendations on methods and approaches aimed at facilitating professional self-realization of specialists in various fields in the context of war (Figure 4).

6 Discussion

The comparative results revealed distinct self-realization profiles across occupational groups. IT specialists primarily relied on cognitive–autonomous strategies with limited social engagement, business leaders emphasized achievement and adaptive coping, while university teachers demonstrated higher relational and emotional reliance. These differentiated patterns underline the need for tailored psychosocial and coaching interventions that consider professional context and demographic composition. Psychometric testing demonstrated that the PERMA, PMH, and BBC-SWB instruments have adequate reliability and factorial validity in a Ukrainian wartime context. The exploratory factor analysis identified three underlying components — general well-being and meaning, emotional–social connectedness, and physical–somatic functioning — explaining 62.8% of total variance.

This exploratory factor analysis was performed on a combined matrix of items from three scales

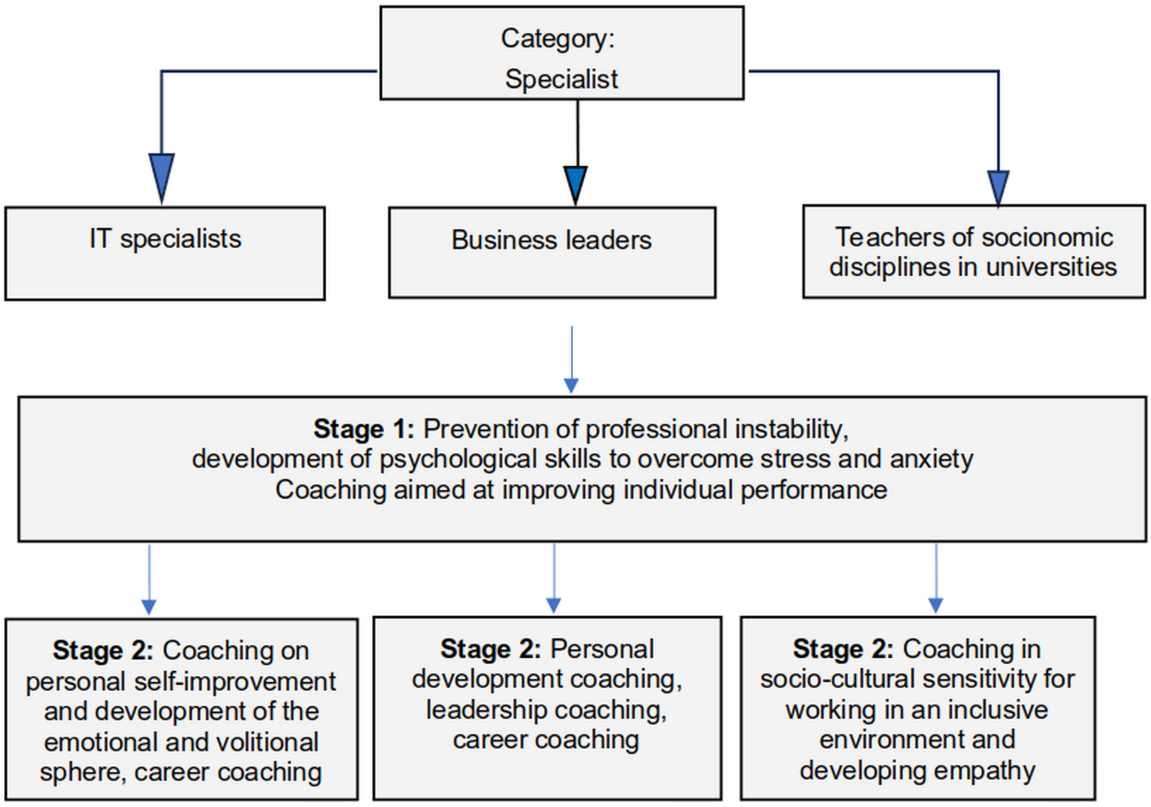

Figure 4: Key methods and approaches to support professional self-realisation of specialists during martial law, clustered into five domains: somatic-behavioural, emotional-volitional, mental-cognitive, social-creative, and existential-spiritual.

(PERMA Profiler, PMH, and BBC-SWB) to identify generalized latent components of psychological functioning. These three factors were confirmed by inspection of eigenvalues and the scree plot, as described in the Results section. They align with the multidimensional model of positive functioning proposed by Butler and Kern (2016) and Anglim et al. (2020).

The correlation analysis provided further evidence of concurrent and discriminant validity: strong positive associations among total scores of PERMA, PMH, and BBC-SWB (r = .55–.61, $p < .001$) indicate that these instruments assess overlapping but distinct aspects of general well-being and mental health. The patterns are consistent with previous studies confirming that well-being and mental health scales share a common latent factor but differ in content specificity (Dzikovska, 2019; Lee et al., 2018).

Regression results revealed that demographic and occupational characteristics explained 19% of the variance in well-being measured as PERMA Total score, with age and professional group emerging as significant predictors. Younger respondents and those working in the IT field reported higher accomplishment and engagement, whereas teachers scored higher in stress resilience. When PMH and BBC-SWB indicators were added, the model explained up to 41% of total variance, confirming that these constructs jointly represent an internally differentiated dimension of psychological adjustment. These findings correspond to international evidence on the interplay between occupational factors, resilience, and positive functioning (Hyland et al., 2023; Karamushka et al., 2022).

In the context of the current challenges of military aggression and restrictions, the ability of specialists in various fields of activity to self-development and self-realization becomes crucial (Araujo & Scafuto, 2021; Boubaker et al., 2022). The right choice of the direction of development and identification of available opportunities are key factors in the success of specialists, and they are the target of efforts to improve professional skills and increase the level of self-realization (Zelenin, 2023). The war in Ukraine led to an

economic crisis, financial system instability, accelerated inflation, and increased destructive processes in many sectors. War is a condition where the focus will likely shift from self-realization, which is a long-term strategy for the individual if not a luxury, to service, which produces more immediate benefits for society as a whole in addition to the experience gained by the individual.

Researchers cite the significance of appraising relations between the domains and aspects of personality and subjective well-being (SWB: life satisfaction, positive emotions and negative emotions) as well as the multiple areas of psychological well-being (PWB: positive relationships, autonomy, environmental mastery, life purpose, self-acceptance, and personal growth) (Anglim et al., 2020). Our findings indicate that specialists in various spheres of work expressed similar averaged well-being measured by the presence/frequency of positive emotions and joy, accomplishment of what is valued, positive relationships, engagement, and meaning in life.

Rapid technological development contributes to changes in the organization of work, which in turn requires self-development and the acquisition of new professional skills even under ordinary conditions. The current challenges of military aggression may increase this need (Kandiuk-Lebid et al., 2024).

The war has had a major impact on many sectors in Ukraine, including business, IT, and education. For example, the business leaders we interviewed had to integrate employees who had become internally displaced, left the war zone, or were under great stress from daily/nightly bombings and shelling, so most of the business leaders had to completely change their work style and methods. In addition, the business leaders we studied invented new, more efficient ways of solving problems and optimizing the use of resources that they had not shown before the war, either on their own or through coaching. For example, during the war, the postal company Nova Poshta began to actively expand into European markets. The same was true for IT specialists, most of whom switched from civilian to military software development, working in war with mixed teams, some of whom remained in place, some relocated outside Ukraine (to EU and Asian countries), and some moved from large cities in eastern Ukraine to the West (Makedon et al., 2025).

Large changes occurred even in the work of university teachers, especially those teaching psychology, social work, and pedagogy. First, the dimensions of the curricula have been altered, as they now concern assistance for categories of clients that did not exist before the full-scale invasion in February 2022: displaced persons having experienced psychological trauma; military personnel and civilians having PTSD because of shelling and battleground experiences; or individuals having to adjust to meeting the demands of a new reality abroad as refugees. Secondly, the teachers were faced with students who had gone through psychological trauma in the course of the war, lost loved ones and in some instances had to proceed with their studies as refugees.

Thus, all three groups changed their working style and strategies for solving professional problems. Therefore, most of them were candidates for coaching to ensure their professional self-realization during the war.

Taken together, the results confirm that professional self-realization during wartime is a multifactorial construct, the outcome of psychological, social, and demographic determinants. The robust reliability and validity of the applied instruments (PERMA, PMH, BBC-SWB) demonstrate their suitability for assessing multidimensional well-being in Ukrainian samples. The correlation and regression analyses provide empirical evidence that well-being and mental health share a common underlying factor of positive functioning, yet each retains distinct aspects that reflect individual differences in coping and professional adaptation. The identified predictors — age, gender, and occupational affiliation — explain 19% of the variance in overall well-being, underscoring the need to consider both personal and contextual variables when developing interventions to support specialists under conditions of chronic stress. The integration of mental health and well-being indicators into a single explanatory framework (R^2 = .41) further strengthens the interpretative model, reduces the risk of overgeneralization, and supports the concurrent validity of the constructs. From a practical standpoint, these results emphasize the importance of designing differentiated coaching and psychosocial support programs tailored to specific professional groups and life stages, thus promoting sustainable self-realization and resilience in times of societal instability.

Patterns obtained in this study are consistent with previous investigations of well-being during the

war in Ukraine highlighting the role of age and gender in resilience and connectedness (Hyland et al., 2023; Karamushka et al., 2022). According to international research, younger professionals may also demonstrate reduced resilience and increased stress rates, with women scoring higher than men on the relational well-being measurements (Anglim et al., 2020; Butler & Kern, 2016). These similarities reinforce the meaning of our findings and place Ukrainian data in a wider comparative perspective. Also certain deviations are observed. For example, IT professionals in our sample demonstrated lower scores on PERMA Relationships than teachers and business leaders (Table 4).

Meanwhile, it is necessary to confess a number of methodological limitations. The sample is somewhat self-selected, as those further into the process of coaching and/or more personally interested in self-development may have been more eager to participate. Therefore our sample most likely did not adequately represent those with less motivation or with worse mental problems. Moreover, a lack of pre-war baseline data does not allow us to make a compelling causal conclusion related to the effect that war has had on professional self-realization. These limitations are to be considered when generalizing the results, but the sample is rather large and diverse which makes the observed trends more credible.

The weakest correlation between PERMA-Profiler and the total level of BBC-SWB was evident in the group of IT specialists, which is possibly an indication of lower social integration of those who work in this profession. The correlations of the PERMA-Profiler with PMH Total and BBC-SWB Total were stronger for teachers. This may indicate a greater importance of interpersonal communication in their professional self-realization. The cross-correlations among the scores on the various instruments (e.g. between Positive Emotions of PERMA and BBC-SWB) were higher in the group of university teachers than in the IT and business groups, suggesting a more generalized or “integrated” nature of their professional well-being.

Our research is in line with Roth et al. (2020) and points to the need for self-development, self-esteem, and self-improvement. The additional stress of war can be a catalyst for self-development and self-improvement or “character building”. The role of self-control and self-improvement for professional self-realization has been demonstrated before (Kozlovskiy et al., 2022). One of these approaches is coaching, which embodies the main goal of education in modern society — the education of a mature personality capable of self-reflection, self-organization, self-education, self-development, self-fulfilment and self-realization (Armour, 2018; Zelenin & Antoniuk, 2022; Zelenin, 2024). The studied professional groups are representatives of the educated classes: owners, executives and top managers of leading Ukrainian companies; IT professionals (primarily team leaders) who have led teams and studied at MBA programs; associate professors and professors of leading Ukrainian universities. All three categories of respondents had a high level of education, extensive life experience, and an understanding of the need for self-development as a response to the challenges of a war emergency. In addition, researchers believe that coaching can only be effective if goals are set correctly and resources are assessed (Araujo & Scafuto, 2021; Boubaker et al., 2022). Therefore, the use of tools to manage a business organization in such a challenging environment can be addressed through coaching. Typically, coaching involves using the experience of a professional coach to develop one’s own managerial or business skills and achieve certain goals. The use of this practice will have a positive impact on the company’s overall policy and shape its image in the future (Zelenin, 2023). According to the literature, coaching can be a tool for improving the effectiveness and management skills of business leaders (Lee et al., 2018; Rekunenko et al., 2022; Zhou et al., 2023).

It is worth pointing out though that the effectiveness of the coaching interventions is not directly measured in this research work. One should interpret the mention of coaching in this paper as a conceptual generalization and explanation of the described developments in terms of well-being and self-realization, not as testable consequences. Further experimental or longitudinal studies are necessary to determine the effectiveness of coaching programs on the well-being of Ukrainian professionals in terms of resilience and self-realization.

That coaching is an effective method of professional self-realization needs to be proven by additional research with rigorous methodology and design. Past research has found that coaching results also depend on program execution quality in addition to the skills and experience of coaches and the contextual variables (e.g., provision of organizational support, the amount or level of stress, or resources). These factors are not

likely to be optimal under the conditions of war when professionals have to weigh between time and effort spent on coaching and the daily challenges of survival and adaptation (Cavanagh et al., 2005; Greif et al., 2022; Stober & Grant, 2006).

Scientists point out such a personality trait as resilience, which contributes to the development of competence of socionomic specialists (Koval et al., 2024). The identified differences between occupational groups remained statistically significant even after adjusting for demographic variables in regression models, confirming that occupational environment — rather than age or gender alone — accounts for much of the variation in stress resilience and well-being. Our respondents were characterized by low and medium levels of stress, anxiety and depression. It should be noted that IT professionals had a higher level of these indicators and were more likely to identify with the statement "I feel a little anxious and stressed". This may indicate higher levels of resilience among business leaders and teachers, which warrants further study. People who have a high level of resilience can develop under any conditions, events and critical situations. They perceive changed conditions as another stage of the test. Resilience and emotional stability are closely related but not identical. Resilience includes emotional stability as one of its key components, but it also encompasses stress resistance and psychological adaptability, allowing a person to function effectively in crisis situations (Stepanenko, 2022).

Personal anti-stress skills, the ability to control one's own emotions, and the ability not to release negative emotions on others are of great importance (Hossain, 2023; Prib et al., 2023). We found a higher level of satisfaction with themselves and their achievements among IT professionals than among business leaders and teachers of socionomic disciplines. This may be due to the young age of IT professionals or else it can be attributed to the nature of their work, namely that IT professionals deal with technology, while business leaders and teachers deal with people. Effective psychological interventions can help build these skills of being happy by training interaction with different groups of people and developing professional self-realization (Boyle et al., 2023).

Researchers have claimed that coaching allows you to better understand your strengths and weaknesses, as well as to realize the impact of stress on your behaviour and decisions (Makedon et al., 2024). Coaching provides emotional support and helps to overcome difficulties, thereby promoting professional growth. In a study by Tiurina et al. (2022), the authors showed that 47.3% of study participants rated the effectiveness of coaching support for improving mental health at 4 points on a Likert scale from 1 to 4. Participation in professional development programs was associated with higher self-confidence of professionals: 38.4% of respondents rated this aspect with the maximum score.

Therefore, in our work, we not only conducted a comparative analysis of the self-realization of business leaders, IT specialists and teachers in higher education institutions, but also put forward recommendations/suggestions for promoting the professional self-realization of each of these groups in the context of war through coaching. The use of this practice, as well as the application of psychological support, will increase the efficiency and development of specialists in various fields, which in turn will contribute to Ukraine's economic growth and the development of the corporate and business sectors, which are of strategic importance for the state under martial law.

With the help of coaching, professionals can solve a number of problems related to the development of psychological resilience and the elimination of professional instability. These tasks include developing an individual strategy for professional growth and overcoming difficulties; fostering subjective agency and eliminating patterns of thinking that generate passivity; enhancing the ability to accept challenges and consciously choose opportunities; and strengthening professional flexibility and adaptability.

It is necessary to note that the importance of coaching in the process of professional self-realization is still a pending issue that should be further studied and justified, especially concerning the qualification of the coaches and the specifics of the environment in which a coach operates. For now, at least, our results offer a statistical baseline for the Ukrainian level of life satisfaction and self-realization of professionals during martial law, with intervention research still remaining to be conducted to determine whether coaching or other interventions can improve this indicator. Meanwhile, on a global scale, Ukraine ranks poorly in terms of its happiness and life satisfaction in international surveys, including the Gallup World Poll and the World Values Survey. Thus, it seems necessary to compare research findings with the global scores, to

determine whether the results acquired in the framework of this study are in tension with the overall trends and how they relate to specific contextual issues experienced by Ukrainian professionals.

Future research should employ longitudinal and mixed-method designs to examine the dynamic aspects of self-realization and resilience under prolonged stress conditions.

7 Conclusion

The obtained results show that the system of psychological relationships within the three professional groups has a varied organization and reproduces a certain balance in the cognitive, emotional, and social resources involved in the professional self-realization of the individual. Cognitive involvement and autonomy become dominant in the IT field and the importance of social contacts becomes diminished. In business settings, success and mood are important. By contrast, the socionomic group appears to be the most sensitive to the quality of relations and deep orientations to professional life practices. The results can be applied in designing specific mental health programs and professional support for different classes of professionals.

To ensure the development of professional resilience of specialists, psychological prevention of professional instability using coaching technology is essential. Coaching is intended to help a specialist to solve tasks requiring psychological resilience. The level of professional self-realization of business leaders, IT specialists and teachers of social sciences in universities is not optimal. For these specialists, coaching can be one effective measure of professional self-realization that needs to be investigated. It should be pointed out that the efficacy of coaching in itself was not examined in this study. The possible contribution of coaching is presented here as one of the potential bases of professional support that needs more in-depth research with special research designs. The current results are just a baseline of well-being and self-realization among professionals in the environment of martial law against which future interventions, such as coaching, can be compared.

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