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## Synergistic application of the change kaleidoscope model in educational contexts: mitigating stress and PTSD amidst war circumstances through the Agency of Homo Creator

ANNA KUKARINA, NATALIIA HOLUBENKO. **Synergistic application of the change kaleidoscope model in educational contexts: mitigating stress and PTSD amidst war circumstances through the Agency of Homo Creator.** *The Change Kaleidoscope model, developed by Hope Hailey and Balogun, offers a framework for understanding organizational change dynamics. This model is applied to education in conflict zones to address the challenges of PTSD, stress and resilience-building among students and educators. The concept of Homo Creator emphasizes human agency, creativity, and problem-solving abilities. By integrating this perspective into the Change Kaleidoscope*

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*model, the article explores how individuals and communities can be empowered to navigate complex challenges in educational settings affected by war-related stressors.*

**Key words:** *the Change Kaleidoscope model, post-traumatic stress disorder (PTSD), educational Context, Homo Creator, war circumstances.*

## 1. Introduction

In recent years, the intersection of education and conflict zones has increasingly garnered attention from researchers, policymakers, and practitioners. The prevalence of armed conflict, displacement, and humanitarian crises in various parts of the world has underscored the urgent need to address the educational needs and well-being of individuals living in war-affected areas. Central to this endeavor is understanding how to effectively mitigate the pervasive impact of stress, war-related stress and post-traumatic stress disorder (PTSD) [17] on education in such challenging circumstances.

The necessity of combining an interdisciplinary approach involving linguistics, management, and psychology arises from the recognition that many real-world problems and phenomena are multifaceted and require insights from multiple disciplines to be fully understood and effectively addressed [14]. Combining these disciplines facilitates a more holistic and nuanced understanding of complex phenomena. Geopolitical instability can undermine the quality of education by causing disruptions in the academic calendar, frequent changes in curricula due to political agendas, and the migration of skilled educators away from conflict zones [1, 22, 23].

Post-traumatic stress disorder (PTSD) is a psychological condition triggered by exposure to highly traumatic events, particularly those posing a threat to life. It can affect individuals across various age groups, cultures, and genders. While the term has gained prominence in recent years, its existence dates back to ancient times, with different names assigned to it over the centuries. During the American Civil War, it was referred to as “soldier’s heart”, while in the First World War, it was known as “shell shock”, and in the Second World War, it was termed “war neurosis”. Eventually, in 1980, these manifestations were formally recognized as post-traumatic stress disorder (PTSD) [9, 17, 21].

By leveraging insights from interdisciplinary approaches we can develop comprehensive framework, methodology, and solutions to address multifaceted challenges in the context of stress in education.

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## 2. Statement of the Problem

The problem at hand revolves around the detrimental effects of stress on the educational experiences and outcomes of individuals living in war-torn regions. Prolonged exposure to conflict-related stressors, such as violence, displacement, loss of loved ones, and uncertainty about the future, can significantly influence learning, psycho-social development, and overall well-being [12, 17]. Existing research has documented the multifaceted ways in which stress manifests in educational settings within war circumstances. Studies have highlighted the negative impact of stress on cognitive functioning, academic performance, mental health, and social-emotional development among students [1, 2, 6]. Additionally, research has explored the complex interplay between stress, resilience, and coping mechanisms within educational contexts, shedding light on strategies that can mitigate the adverse effects of stress and promote positive outcomes. Geopolitical challenges pose significant obstacles to education: resource allocation, access to education, displacement, quality of education, safety and security, curriculum and ideological influence, international collaboration, brain drain, hindering progress towards sustainable development as a result of stress, war-related stress and post-traumatic stress disorder [21, 22].

## 3. Formulation of the Goals of the Article

The primary goal of this article is to explore the applicability of the Change Kaleidoscope model, developed by Hope Hailey and Balogun [8], to the unique challenges of education in war circumstances. Specifically, the article aims to: firstly, examine the key components of the Change Kaleidoscope model and their relevance to addressing stress in educational settings affected by conflict. Secondly, identify strategies and interventions informed by the Change Kaleidoscope model that can enhance educational resilience, mitigate stress, PTSD and promote positive outcomes for students and educators in war-affected areas [15]. Thirdly, synthesize existing research, best practices, and practical insights to inform the development and implementation of evidence-based interventions that support education.

The overarching goal of this article is to explore how the concept of Homo Creator can contribute to enhancing the effectiveness of the Change Kaleidoscope model when applied to education and the fight against stress in war circumstances [6].

At the heart of geopolitical challenges lie the struggle for influence, control, and dominance over strategic regions, key resources, and vital trade routes. Geopolitical challenges represent the complex interplay of geography, politics, economics, and power dynamics on a global scale. Addressing geopolitical challenges requires a multifaceted approach.

#### **4. Methods**

**Mixed Methods Approach:** integrating multiple methodological approaches, such as surveys, interviews, and linguistic analysis, to triangulate findings and provide a comprehensive understanding of the linguistic dimensions of stress mitigation and trauma recovery in educational settings utilizing the Change Kaleidoscope Model.

**Theoretical and practical analysis:** examining the theories against the background of the practice of war circumstances and education. An analysis of recent research and publications on the radical, critical revolutionary approach to understanding the essence and content of education and post traumatic syndrome and stress [24].

**Corpus Linguistics:** Analyzing textual data such as educational materials, policy documents, and communication exchanges related to the implementation of the Change Kaleidoscope Model in educational settings. This can provide insights into language use, discourse patterns, and thematic trends [3].

#### **5. Review of Current Research on the Problem**

Context plays a critical role in designing change initiatives that are effective and sustainable. The success of any change effort depends on a range of factors. The Change Kaleidoscope model, developed by Hope Hailey and Balogun [8], is a framework that provides a comprehensive approach to change management. This model states the importance of context in designing strategic change programme. By considering these eight key factors: time, scope, preservation, diversity, capability, capacity, readiness, and power, organizations can design change processes that are tailored to their unique circumstances, address the root causes of the problem, and leverage the opportunities available [8].

War can lead to profound psychological distress among individuals, including students and educators, as they grapple with the trauma of conflict and upheaval. This psychological state aligns with Toffler's definition of "future shock" as a personal perception of "too much change" occurring in a short period of time [23].

Analyzing the viewpoints of various authors on geopolitical challenges and their influence on education provides valuable insights into how global politics impact educational systems and practices. In light of Robert D. Kaplan "The Revenge of Geography: What the Map Tells Us About Coming Conflicts and the Battle Against Fate" [13], he emphasizes the importance of geography and geopolitical dynamics in shaping educational opportunities and outcomes. He argues that geopolitical factors such as territorial disputes, resource competition, and security threats can influence educational policies, funding priorities, and curriculum development [16, 19]. Kaplan's perspective highlights the need for educators and policymakers to consider the broader geopolitical context when designing educational programs and strategies, particularly in regions affected by conflict, instability, or environmental challenges [13].

For instance, Anne-Marie Slaughter explores the evolving nature of global governance and the role of non-state actors in addressing geopolitical challenges in her work "The Chessboard and the Web: Strategies of Connection in a Networked World", she argues that educational institutions, along with other civil society organizations, play a critical role in shaping global norms, values, and governance structures [22].

Tony Wagner in his book "The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need – and What We Can Do About It," examines the gap between traditional educational practices and the skills demanded by the 21st-century global economy. He argues that geopolitical challenges, such as economic competition and technological innovation, require a shift towards student-centered, inquiry-based learning models [25].

Education in conditions of war can induce stress at various levels of the environment, impacting individuals' neurocognitive and existential aspects of adaptation, according to Bronfenbrenner's Ecological Model there are layers of human development and their intricate interplay in shaping individual growth. Macrosystem, Exosystem, Mesosystem, Microsystem [21]. In war-affected environments, the macrosystem is characterized by cultural values and historical heritage. The disruption of societal norms, cultural traditions, and historical narratives due to conflict can create a sense of disorientation and loss of identity, contributing to stress at this level. At the exosystem level, which encompasses events within society and social interactions, individuals experience stress due

to the upheaval caused by war. This includes disruptions in community structures, displacement of populations, and exposure to violence, all of which can lead to feelings of insecurity, fear, and mistrust.

Within small social groups such as families, schools, and teams (mesosystem), the effects of war are keenly felt. Disruptions to social support networks, separation from loved ones, and the loss of familiar routines can intensify stress and feelings of isolation among individuals in these close-knit communities [4]. At the microsystem level, which involves interaction with the immediate environment, individuals face constant threats to their safety and well-being. The unpredictable nature of war, including exposure to violence, displacement, and loss of resources, creates ongoing stressors that can undermine individuals' sense of security and stability [21].

In the realm of education, particularly in war-affected areas, the application of the Change Kaleidoscope model offers promising avenues for mitigating stress and PTSD. This model, coupled with the concept of Homo Creator, symbolizing humanity's resilience and adaptability, presents a comprehensive approach to navigating geopolitical complexities [5].

Homo Creator thrives amidst geopolitical challenges by leveraging innovation as a tool for diplomacy [7]. Collaborative projects in science, technology, and sustainable development transcend geopolitical tensions, fostering cooperation and understanding among nations. Moreover, investments in resilient infrastructure, diverse alliances, and proactive geopolitical risk management strategies bolster Homo Creator's ability to withstand disruptions and promote global stability.

Ethical leadership plays a crucial role in Homo Creator's approach to navigating geopolitical challenges [7]. Prioritizing human rights, environmental sustainability, and social justice fosters trust and cooperation among diverse stakeholders. Additionally, inclusive innovation initiatives empower marginalized communities, contributing to resilience and inclusive growth.

Information resilience is another cornerstone of Homo Creator's strategy in geopolitical contexts [6]. By cultivating critical thinking, media literacy, and cybersecurity measures, Homo Creator discerns truth from falsehood, safeguarding democratic institutions and public discourse. Adaptive governance structures further empower Homo Creator to navigate uncertainty and complexity effectively, ensuring agile responses to evolving geopolitical dynamics [7].

In essence, the synergistic application of the Change Kaleidoscope model and the agency of Homo Creator offers a pathway to a more peaceful, prosperous, and sustainable world for all. By harnessing innovation, collaboration, resilience, and ethical leadership, Homo Creator navigates geopolitical challenges with resilience and determination, shaping a brighter future for generations to come.

## **6. Applying the Change Kaleidoscope Model to Post-Traumatic Stress Disorder (PTSD)**

Education in conditions of war creates a complex web of stressors that operate at multiple levels of the environment, impacting individuals' cognitive functioning, emotional well-being, and existential outlook. Effective PTSD treatment involves a multifaceted approach tailored to individual needs, encompassing psychotherapeutic techniques, medication management, and adjunctive therapies. The Change Kaleidoscope Model to Post-Traumatic Stress Disorder (PTSD) analyses it in the context of disciplines synergy.

**Time:** The period of time required for change to be accomplished in the context of PTSD treatment varies from individual to individual. Some may require short-term interventions, while others may need ongoing support over an extended period.

**Scope:** The degree of change in PTSD treatment can be categorized into realignment and transformation. Realignment involves addressing specific symptoms and coping strategies, while transformation may involve deeper emotional processing and restructuring of belief systems.

**Preservation:** During PTSD treatment, certain aspects of the individual's identity, coping mechanisms, and support systems may need to be preserved to maintain stability and resilience throughout the change process.

**Diversity:** The level of diversity among individuals affected by PTSD, in terms of their experiences, symptoms, coping styles, and cultural backgrounds, must be taken into account when designing treatment interventions to ensure they are inclusive and effective.

**Capability:** The organization (or in this case, the treatment provider) must possess the necessary competency to implement evidence-based interventions and therapeutic approaches to address the complex needs of individuals with PTSD.

Capacity: Adequate resources, including trained personnel, therapeutic modalities, time, and funding, are essential for delivering comprehensive PTSD treatment and support services.

Readiness: The readiness of individuals with PTSD to engage in treatment, their level of awareness of their symptoms, and their motivation for change are critical factors that influence the success of interventions.

Power: Initiating change in PTSD treatment requires a collaborative approach that empowers individuals to participate in decision-making regarding their care, while also acknowledging the expertise of healthcare professionals in guiding the treatment process.

By integrating the principles of the Change Kaleidoscope Model into PTSD treatment, healthcare providers can tailor interventions to address the unique needs and circumstances of each individual, promote empowerment and collaboration, and facilitate meaningful and sustainable recovery from trauma-related symptoms, this article seeks to contribute to education in emergencies by offering a conceptual framework and practical guidance for fostering resilience and combating stress in war circumstances through the lens of the Change Kaleidoscope model.

## 7. Conclusions

During periods of war, educational systems often face significant disruption due to factors such as destruction of infrastructure, displacement of populations, and loss of resources. This upheaval can contribute to a sense of instability and uncertainty among students and educators, mirroring the aspect of future shock. Context plays a critical role in designing change initiatives that are effective and sustainable. The success of any change effort depends on a range of factors.

It encourages researchers, practitioners to transcend disciplinary boundaries, leverage synergies between fields, and generate novel insights and solutions that would be challenging to achieve within the confines of a single discipline.

In summary, the necessity of combining linguistics, management, and psychology in interdisciplinary approaches stems from the recognition that complex real-world challenges require comprehensive, multifaceted analyses that draw on diverse disciplinary perspectives to generate meaningful insights and solutions. Specifically, in the article we investigated the principles and concepts underlying the Homo Creator

framework, which emphasizes adaptive problem-solving capabilities in navigating complex challenges.

We examined how the Homo Creator perspective can complement and enrich the Change Kaleidoscope model by fostering a deeper understanding of the role of individuals and communities as active agents of change in educational contexts affected by conflict-related stressors.

Synthesize existing research, theoretical frameworks, and practical insights to elucidate the synergies between the Homo Creator concept and the Change Kaleidoscope model, offering a holistic approach to addressing stress and fostering positive educational outcomes in conflict zones.

Present shock is caused by a discrepancy between reality and the picture of reality in the mind (the person has not had time to adapt). Such a discrepancy is generated by changes, especially rapid ones, by the increasing pressure of events, by the flow of knowledge, science, technology, and various types of information.

By achieving these goals, the article aims to contribute to advancing theoretical understanding and informing evidence-based practices at the intersection of education, stress management, and conflict resolution. It seeks to inspire new avenues of research, foster interdisciplinary dialogue, and catalyze positive change in educational systems facing the challenges of war and instability.

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### Abstracts

АННА КУКАРИНА, НАТАЛІЯ ГОЛУБЕНКО. Синергетичне застосування моделі Калейдоскопа змін в освітніх контекстах: пом'якшення стресу та ПТСР в умовах війни через Агенцію Homo Creator. Модель Калейдоскопа змін, розроблена Хоуп Хейлі та Балогуном, надає рамки для розуміння динаміки організаційних змін. Цю модель застосовано в освіті в зонах конфліктів для вирішення викликів ПТСР, стресу та формування стійкості серед студентів та педагогів.

Концепція Homo Creator підкреслює людську агентність, творчість та здатність до вирішення проблем. Інтегруючи цю перспективу в модель калейдоскопа змін, у статті досліджується, як індивіди та спільноти можуть бути наділені силою для подолання складних викликів в освітніх середовищах, які страждають від стресорів, пов'язаних з війною.

**Ключові слова:** модель Калейдоскопа змін, посттравматичний стресовий розлад (ПТСР), освітній контекст, Homo Creator, воєнні обставини.

ANNA KUKARINA, NATALIJA HOŁUBENKO. **Synergistyczne zastosowanie modelu Kalejdoskopu zmian w kontekstach edukacyjnych: łagodzenie stresu i PTSD w warunkach wojny za pośrednictwem Agencji Homo Creator.** Model Kalejdoskopu zmian, opracowany przez Hope Hailey i Baloguna, określa ramy do zrozumienia dynamiki zmian organizacyjnych. Ten model jest stosowany w edukacji w strefach konfliktów, aby poradzić sobie z wyzwaniami PTSD, stresu i budowania odporności wśród studentów i pedagogów.

Koncepcja Homo Creator podkreśla ludzką sprawczość, kreatywność i umiejętności rozwiązywania problemów. Poprzez zintegrowanie tej perspektywy z modelem Kalejdoskopu zmian, artykuł bada, jak jednostki i społeczności mogą nabyć umiejętności radzenia sobie ze złożonymi wyzwaniami w środowiskach edukacyjnych dotkniętych stresorami związanymi z wojną.

**Słowa kluczowe:** model Kalejdoskopu zmian, zespół stresu pourazowego (PTSD), kontekst edukacyjny, Homo Creator, warunki wojenne.