

Development of Resilience in Future Specialists in the Prevention of Social Orphanhood within New Meaning-of-Life Guidelines

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Abstracts

Introduction. The relevance of this study lies in a novel approach to addressing the issue of developing human resources for the prevention of social orphanhood, specifically in training resilient specialists. Scholarly works on resilience primarily focus on analyzing this phenomenon in the context of vulnerable population groups, such as orphans, children from single-parent families, large families, and individuals with disabilities. Research on the resilience of specialists in the system of social orphanhood prevention is of significant interest in the context of new meaning-of-life orientations.

Objective. To identify the conditions and mechanisms for developing resilience in specialists working in the field of social orphanhood prevention.

Materials and Methods. A comparative analysis of the dynamics of resilience formation in graduate students enrolled in the “Psychology of Social Support” program was conducted using the Morphological Life Values Test, Maddi’s Resilience Test, and the Life-Meaning Orientations Test.

Results. The study findings demonstrate a positive trend in the levels of self-realization and professional effectiveness. An increase in the internal locus of control (“I”) was also observed. Overall, the graduate students exhibited a belief in their ability to exert control over their lives, make autonomous decisions, and implement them in their professional activities.

Discussion and Conclusion. The study substantiates the necessity of developing resilience in specialists working in the field of social orphanhood prevention. A critical element is the measurement of developmental dynamics and final outcomes. The practical orientation of training provided at university departments is identified as a key condition for effectively fostering resilience in such specialists.

Keywords: social sphere specialist, social orphanhood, resilience, professional values, individual professional trajectory, risk acceptance, meaning-of-life orientations.

1. Introduction

Despite the growing body of domestic and international literature examining the phenomenon of resilience, the peculiarities of the formation and development of this integral characteristic of modern individuals remain insufficiently studied [4]. The complex and unpredictable world of today necessitates that the education system prepare equally “complex,” multifunctional specialists ready to integrate into the rapidly evolving and uncertain socio-digital environment.

International conflicts, pandemics, corruption, extremism, and other negative phenomena distinctly influence the succession of life events, testing the core components of the personality of an emerging “complex individual.” These components are expected to ensure mobility in the information space, foster innovative thinking, cultivate a willingness and ability to work on multiple professional tasks simultaneously, drive self-improvement, and develop a volitional component for sustaining two of the most critical life resources—health and education—within a system of continuous self-education.

The tasks set by society and the state for fostering resilience must be gradually and systematically addressed within the framework of workforce training for the prevention of social orphanhood, as well as in the upbringing of children left without parental care.

In pedagogical science, resilience has consistently been viewed as a personal quality essential for effective socialization and professional integration [2]. For educators working with families in socially precarious situations or at risk of producing cases of social orphanhood, the development of this personal quality directly impacts the outcomes of their professional activities.

The implementation of measures for preventing social orphanhood, such as providing social support to families with children in need, offering specialized assistance to children affected by abuse and criminal offenses, working with foster families, preparing orphans and children left without parental care for independent living, and introducing mediative, restorative, and other effective practices, requires the involvement of resilient specialists to achieve success.

Our primary pedagogical strategy emphasizes ensuring that no orphaned child at risk of perpetuating orphanhood is overlooked. We focus on strengthening the human resources in the system of social orphanhood prevention by emphasizing the principles of targeted, continuous training of resilient specialists. This is exemplified by the experience of the Department of “Social and Sports Pedagogical Technologies” within the Faculty of Psychology, Pedagogy, and Defectology at Don State Technical University, which operates on the basis of the Azov Center for Child Assistance.

The objective of our study was to identify the psychological and pedagogical conditions and mechanisms for developing resilience in specialists working in the field of social orphanhood prevention.

The professional values of educators not only play a pivotal role in shaping the personalities of children and adolescents but also act as a regulatory mechanism for the behavior of all participants in the educational process and the social formative environment as a whole. Given

the purpose of educators in establishing conditions for life activities and mitigating emerging risks, the importance of their personal and professional qualities cannot be overstated.

In recent years, general scientific methodological principles have been developed within a specialized field of knowledge—synergetics, or the theory of self-organization. In light of the socio-political and technological changes in our society, it is necessary to systematically adjust not only the defined subject of study but also the methods and technologies for transforming personality in a rapidly evolving social environment [3].

The social environment in which a person resides, learns, and spends leisure time can serve as a unique pedagogical tool for their formation and development, or conversely, exert a destructive influence on their personality. Therefore, designing and implementing a favorable educational environment through the resources of a university department to foster and develop the resilience of specialists (graduate students) in the field of social orphanhood prevention is a critical condition for their successful professional integration. The construction of a professional life path by a student must be carried out through the lens of acquiring new specialized knowledge grounded in essential personal qualities.

In our view, the phenomenon of resilience can serve as the fundamental resource for shaping the model characteristics of a specialist working in the field of social orphanhood prevention.

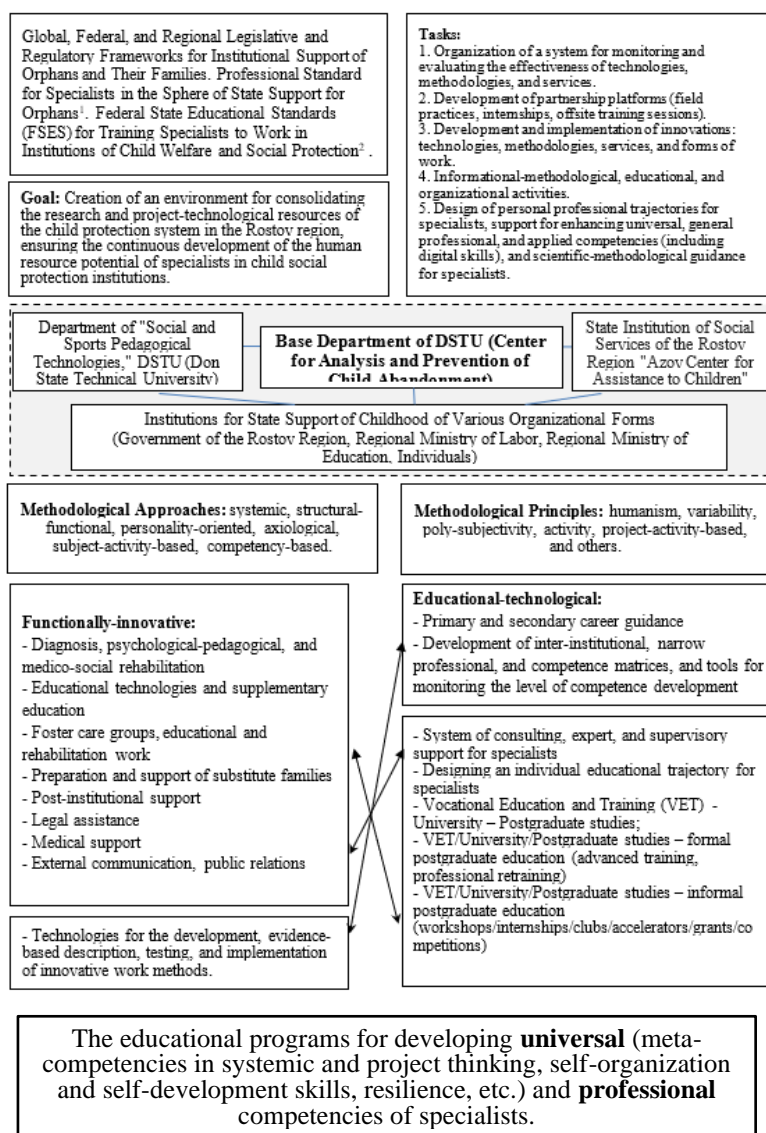
According to contemporary scholars, resilience is a unique personal quality that drives individuals to improve their standard and quality of life, enabling them to maintain a surplus of physical and emotional energy even under significant stress. It facilitates self-regulation and professional success [1; 2; 5]. A resilient individual is capable of effectively overcoming social challenges, transforming problematic situations into new opportunities, and fostering continuous motivation for self-improvement.

When adequately developed, resilience manifests as the readiness to work in challenging situations and to address professional tasks within the realities of modern life. It becomes a metacompetency of a new-generation specialist, capable of implementing and expanding the knowledge and skills acquired during the educational process throughout their lifetime.

This model of specialist training within the framework of master's programs aligns with employer demands and enables universities, in partnership with state child welfare institutions, to provide high-quality preparation for highly skilled professionals in the field of social orphanhood prevention.

A schematic representation of the technology for fostering and developing resilient specialists in social orphanhood prevention, implemented by the “Social and Sports Pedagogical Technologies” department of Don State Technical University (DSTU) at the Azov Center for Child Assistance (State Institution of Social Support in Rostov Region), is presented in Figure 1.

Figure 1. Technology for fostering and developing resilient specialists in social orphanhood prevention within the context of a university department.



A cyclical system for integrating the research, experimental, and educational foundations to support the process of forming and developing resilient specialists.

Based on our research findings, it can be stated that during the process of developing general and professional competencies among students, there is not only an advancement in goal-setting—

underpinning personal and professional growth—but also an increase in the overall effectiveness and productivity of their lives. The awareness and understanding of life goals, the formulation of future plans grounded in the present and supported by personal responsibility, characterize graduate students as purposeful and resilient individuals. These specialists in social support for orphans have acquired competencies in self-education and self-development, equipping them to work steadily and purposefully under the dynamic and evolving demands of their profession.

The reflection on these results led to the development and pilot implementation of a team project under the supervision of the Doctor of Pedagogical Sciences, Professor E.A. Bayer. This project included an adaptation course for DSTU students on self-education resources: link to the course <https://donstu.ru/abiturient/katalog-obrazovatelnykh-programm/343/>.

In the future, the adaptation course is planned to be extended to a sample group of practicing educators, as well as to include the development of an online version.

The substantial “fieldwork” experience of the faculty members from the “Social and Sports Pedagogical Technologies” department at Don State Technical University (DSTU), combined with close collaboration with educators from the Azov Center for Child Assistance (State Institution of Social Support in the Rostov Region), has facilitated the creation of comprehensive development tracks for metacompetencies in master's students. These tracks are implemented in the format of “workshops” operating at the federal experimental platform of the Russian Academy of Education (RAO), specifically the joint university department of DSTU and the Azov Center for Child Assistance. This initiative focuses on the thematic area: “Modeling the activities of state child welfare institutions to strengthen the family institution through network interaction with the university's psychological and pedagogical faculty.”

The developmental tracks include:

1. Training in supporting orphans considering their experiences of social trauma.
2. Mentorship programs.
3. Education and training for social educators on the ontogenetic development of orphans.
4. Training in interdisciplinary collaboration for developing evidence-based practices in addressing orphan support challenges.
5. Training in evidence-based interventions.
6. Cultural competency for social educators.

The individual professional trajectory of resilient specialists in the field of social orphanhood prevention represents a personalized development plan designed to help specialists realize their potential and maintain professional relevance. The primary objective of such trajectories is to enhance qualification levels, elevate professional standards, and expand the scope of competencies required for optimal job performance.

Each resilient specialist can direct their development in alignment with their individual needs and interests, leveraging their personal talents and developmental opportunities. An individual professional trajectory may encompass a variety of learning formats, such as advanced training

courses, master's or doctoral programs, certifications, internships, participation in academic conferences, and more.

The model characteristics of resilience for specialists in the field of social orphanhood prevention should be designed within universities, adhering to modern educational quality standards and labor market demands. The scheme for developing a resilience-building trajectory could include:

- Information about the resources available to students for obtaining additional education and skill enhancement (including online platforms).
- A support and advisory system accessible to students during their training.

Such a structured approach ensures the systematic preparation of highly resilient specialists equipped to address the dynamic and multifaceted challenges of their profession.

Examples of Online Courses for Implementing Individual Professional Trajectories

1. “Psychology and Pedagogy of Working with Orphans” – an online course offered on the OpenEdu platform, available free of charge. This course provides insights into the psychological and pedagogical aspects of working with orphans and offers practical knowledge on applying various approaches to their upbringing. Course link: https://openedu.ru/course/SPBGU/PSIH_PED/

2. “Working with Orphans and Children Without Parental Care” – an online course from the National Research University Higher School of Economics, accessible free of charge. This course introduces the fundamental principles of organizing work with orphans and children deprived of parental care. Course link: <https://www.coursera.org/learn/pravo-det>

3. “Pedagogical Work with Orphans” – an online course provided by the Academy of Advanced Training for Educational and Scientific Personnel of the Russian Federation, available free of charge. The course covers a wide range of topics related to working with orphans, including methods for dealing with challenging children, mechanisms for social adaptation, and work within residential institutions for children. Course link: <https://up-brain.ru/online-course/pedagogicheskaya-rabota-s-detyami-sirotami>

Examples of Online Courses on the Coursera Platform:

4. “Understanding Child Development: From Synapse to Society” – a course from the University of London designed to help educators gain a deeper understanding of child development processes and apply this knowledge in their work with orphans. Course link: <https://www.coursera.org/learn/child-development>

5. “Caring for Vulnerable Children” – a course by Springfield University focusing on effective interaction methods with orphans and other vulnerable children. Participants will learn how to build trusting relationships with children, support their development, and assist them in adapting to new circumstances. Course link: <https://www.coursera.org/learn/caring-for-vulnerable-children>

6. “Building Resilient Schools and Communities for Children and Families” – a course from Johns Hopkins University aimed at teaching educators to create adaptive, resilient schools and

communities for orphans and their families. The course covers strategies to enhance collaboration between schools, families, and support groups and introduces techniques to help children overcome stress and challenges. Course link: <https://www.coursera.org/learn/building-resilient-schools>

The monitoring of student progress within individual professional trajectories can be carried out through the following approaches:

1. Online Surveys: Students complete questionnaires to assess their knowledge and skills at specific stages of their education. These surveys also allow them to provide feedback on the applied methods and the content of the academic programs.
2. Portfolios: Students compile portfolios that describe the knowledge and skills they have acquired, as well as the courses and disciplines they have studied. Portfolios may also include their work completed within the academic programs.
3. Feedback Systems: Professors or mentors hold periodic meetings or communicate via email to evaluate the students' knowledge levels, discuss challenges and opportunities for professional development, and provide recommendations for further training and growth.
4. Automated Online Testing Systems: Students undergo testing at the end of each module or course to evaluate their knowledge and understanding of the material.

It is crucial for the monitoring system to be systematic and periodic. This ensures that students can track their professional progress dynamically and adjust their individual professional trajectories if needed.

2. Materials and Methods

During the 2022–2023 academic year, a comparative diagnosis of the professional and personal characteristics of participants in an experimental group was conducted before and after the implementation of the master's program "Psychology of Social Support". A set of methodologies was selected to examine the professional and personal qualities of master's students across the following areas:

Resilience (Hardiness Test by Maddi)

- 1) Value Sphere
 - Morphological Test of Life Values (MTLV)
 - Purpose-in-Life Test (PIL) by J. Crumbaugh and L. Maholick (adapted by D.A. Leontiev)
- 2) Motivational Sphere
 - Causal Orientation Questionnaire (COQ)
 - Professional Motivation Level (developed by K. Zemfira, modified by A. Rean)
- 3) Activity Sphere

- Self-Organization Activity Questionnaire (SOAQ) by E.Y. Mandrikova
 - Information Assimilation Style Registry
 - Multidimensional Professional-Personal Test by A.V. Sidorenkov
- 4) Communicative Sphere
- Interpersonal Relations Questionnaire (IRO) by W. Schutz (adapted by A.A. Rukavishnikov)
 - Self-Confidence Test
 - Cambridge Mindreading Video Test by S. Baron-Cohen
- 5) Personal Qualities
- Five-Factor Personality Questionnaire (5FPQ)
 - Personality Orientation Questionnaire (POQ) by A.A. Rukavishnikov
 - Adaptability (MLO-AM) by A.G. Maklakov and S.V. Chermyanin
 - Multilevel Personality Questionnaire
 - Multidimensional Empathy Questionnaire by M. Davis (adapted by T.D. Karyagina, N.A. Budagovskaya, S.V. Dubrovskaya)

3. Results

The comparative analysis of the resilience levels of master’s students is presented in Table 1.

Table 1. Dynamics of Resilience Development Among Master’s Students

Indicator	Mean Value (Initial Phase)	Mean Value (Control Phase)	Wilcoxon Signed Ranks Test	Asymptotic Significance (2-tailed)
Engagement	95,00	108,14	-2,375*	0,018
Control	39,00	47,43	-2,371*	0,018
Risk Acceptance	38,29	41,57	-2,410*	0,016
Resilience	17,71	19,14	-2,060*	0,039

* $p \leq 0,05$; ** $p \leq 0,01$

Methodology "Maddi's Resilience Test" (D.A. Leontiev, E.I. Rasskazova, 2006) [4].

Reassessment showed a statistically significant increase in the resilience level ($p \leq 0.05$) of the graduate students, which was made possible by a substantial increase in their level of engagement ($p \leq 0.05$) in the activities they undertook, as well as their levels of control ($p \leq 0.05$) and risk acceptance ($p \leq 0.05$). The development of self-education competencies contributed to the formation of beliefs among the graduate students that enabled them to perceive life circumstances organically, strive for the development of professional skills and acquisition of

specialized knowledge, and realize their potential and abilities by actively engaging in activities and transforming their social environment.

The developed engagement, control, and willingness to take risks indicate the professional activity of the specialist, their tendency for self-dedication, and satisfaction from their own work and the results of solving complex problems within the realm of social relationships. Resilient specialists choose their own path of professional development and personal growth, accepting possible risks and clearly understanding that both positive and negative experiences contribute to the formation of essential socio-psychological skills, the active assimilation of knowledge for its subsequent use in pedagogical practice.

Such pronounced dynamics in the development of resilience among graduate students was made possible through specially organized education that emphasizes the sustainable development of the students' personalities and directs them toward continuous learning.

2. Value Sphere

Next, we will examine the dynamics of the development of life values and meaningful orientations among the graduate students. We were particularly interested in values related to self-development and lifelong learning. The results are presented in Table 2.

Table 2. Dynamics of Value Orientation Development Among Graduate Students

Indicator	Mean Value (Initial Phase)	Mean Value (Control Phase)	Wilcoxon Signed Ranks Test	Asymptotic Significance (2-tailed)
Terminal Values				
Self-development	6,71	7,29		0,186
Spiritual Satisfaction	6,00	6,71	*	0,047
Creativity	7,29	7,29		1,000
Active Social Contacts	6,29	6,71		0,245
Own Prestige	6,14	6,00		0,453
Achievements	6,00	6,29		0,371
High Material Status	4,86	6,14	*	0,012
Preservation of Individuality	5,71	5,71		1,000
Life Spheres				
Professional Life Sphere)	5,00	6,29	*	0,019
Education and Learning Sphere	5,29	6,71	**	0,010
Family Life Sphere	6,14	6,29		0,591

Public Life Sphere	6,29	6,29		1,000
Hobbies Sphere	6,71	6,71		1,000
Physical Activity Sphere	7,57	7,29		0,412
Social Desirability Scale	40,86	42,12		0,637

* $p \leq 0,05$; ** $p \leq 0,01$

Methodology: “Morphological Test of Life Values” [4].

Let us examine the results of the ranking of terminal values at the initial diagnostic stage:

1. Creativity,
2. Self-development,
3. Spiritual satisfaction and active social contacts,
4. Own prestige,
5. Achievements,
6. Preservation of individuality,
7. High material status.

Terminal values ranked at the control stage of the experiment:

1. Self-development and creativity,
2. Active social contacts and spiritual satisfaction,
3. Achievements,
4. High material status,
5. Own prestige,
6. Preservation of individuality.

The structural transformation of the terminal values among graduate students occurred due to the increased relevance of values such as self-development, spiritual satisfaction ($p \leq 0.05$), active social contacts, achievements, and high material status ($p \leq 0.05$).

It can be concluded that, during the educational process, the value structure of graduate students became dominated by aspirations for self-improvement, adherence to ethical norms in behavior and activities, a need to realize their potential and abilities, and a desire to engage in activities that bring intrinsic satisfaction and align with their interests. The value of active social contacts and the significance of interpersonal relationships rose in rank.

An important observation is that the value of achievements shifted from the fifth position in the hierarchy to the third, indicating that during the educational process, graduate students developed a stronger inclination to plan their lives, set specific goals for each stage, and strive to achieve them. Interestingly, the idealistic perspectives of graduate students are coupled with aspirations for a higher level of material well-being. In this context, material prosperity is not considered a primary condition for life satisfaction but rather a means for self-development and self-realization. This conclusion is supported by surveys using the authors' diagnostic methods to evaluate the professional mission of specialists in the field of social orphanhood prevention.

Initial ranking of life spheres during the baseline diagnostics:

1. Physical activity,
2. Hobbies,
3. Public life or activity,
4. Family life,
5. Education and learning,
6. Professional life.

Life spheres ranked during the control diagnostics:

1. Physical activity,
2. Education and learning alongside hobbies,
3. Professional life, family life, and public life or activity.

The structure of values related to life spheres became more streamlined. The dominance of physical activity remained unchanged, while hobbies continued to hold an important place in the value system of graduate students. However, the value of education and learning ($p \leq 0.01$) has now attained equal prominence. Professional life ($p \leq 0.05$), family life, and public life shared third place in the structure.

Such a shift in the value structure was facilitated by an increased emphasis on education and learning as well as professional life.

The following section examines the dynamics of changes in the life-purpose orientations of graduate students. The results of the comparative analysis are presented in Table 3.

Table 3. Dynamics of the Development of Life-Purpose Orientations Among Graduate Students

Indicator	Mean Value (Initial Phase)	Mean Value (Control Phase)	Wilcoxon Signed Ranks Test	Asymptotic Significance (2-tailed)
SLO Total	106,00	114,43	-2,197*	0,028
SLO Goals	31,86	34,43	-1,876	0,061

SLO Process	28,71	34,57	-2,213*	0,027
SLO Results	25,57	29,14	-2,388*	0,017
SLO Locus – Self	20,00	24,86	-2,371*	0,018
SLO Locus – Life	28,43	31,71	-1,682	0,093

* $p \leq 0,05$; ** $p \leq 0,01$

Methodology: Life-Purpose Orientations Test (J. Crumbaugh, L. Maholick, adapted by D.A. Leontiev) [4]. Coding: SLO Total – Overall life meaningfulness score; SLO Goals – Goals in life; SLO Process – Life process; SLO Results – Life results; SLO Locus – Self – Locus of control – Self; SLO Locus – Life – Locus of control – Life.

A statistically significant increase in the indicator of life meaningfulness ($p \leq 0.05$) was observed among master’s students during their studies. This can be attributed to the development of specific life orientations and the enhancement of the locus of control through the implementation of the proposed program.

Positive dynamics were recorded across all subscales being assessed. Statistically significant differences were found in the scales “Process of life” ($p \leq 0.05$), “Life results” ($p \leq 0.05$), and “Locus of control – Self” ($p \leq 0.05$). There was a tendency toward significant differences in the scales “Goals in life” ($p \leq 0.1$) and “Locus of control – Life” ($p \leq 0.1$).

4. Discussion and Conclusion

Qualitative changes in how master’s students perceive various life events in terms of their meaning serve as important indicators of the transformation of their personality traits. By the end of their studies, master’s students demonstrated a significantly higher level of satisfaction with self-fulfillment and professional achievements compared to the beginning of their master’s program. This aspect is considered indirect evidence of the effectiveness of the organized work with students during practical training aimed at forming and developing resilience among specialists in the field of social orphanhood prevention.

During their studies, there was a notable increase in the “Locus of control – Self” scale, indicating that students began to see themselves as resilient individuals with the freedom to make choices and the ability to shape their lives according to core goals and strategies for achieving them.

Changes in the “Locus of control – Life” scale were less pronounced. Overall, students demonstrated confidence in their ability to exert control over their lives, make autonomous decisions, and implement them across various areas of life, including their professional sphere.

Thus, we have substantiated the necessity of fostering resilience as a professionally significant quality for specialists working in the field of social orphanhood prevention. Possessing this quality will not only enable young professionals to overcome challenges in their professional journey but also create a foundation for continuous self-development and self-improvement.

Furthermore, such specialists can serve as role models for their wards and their families in overcoming causes and conditions that create social risks.

From an employer's perspective, resilient specialists are highly valued for their productivity, professional dedication, and ability to swiftly address emerging problems while developing and implementing innovative technologies.

At the same time, it is crucial to understand that cultivating resilience among specialists in social orphanhood prevention is a complex process requiring monitoring of developmental dynamics and final outcomes. Such monitoring should be embedded in master's programs for teacher training. Additionally, we consider the practical component of the educational process, delivered by core departments, as a necessary condition for its effectiveness.

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