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FEATURES OF THE FORMATION OF SOCIAL CAPITAL IN THE EDUCATIONAL ENVIRONMENT IN THE CONDITIONS OF WAR**Ruda T.,***Candidate of Science (Economics), Senior Researcher,
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Abstract. *The article highlights the problematic aspects of the formation of social capital in the educational environment, which was significantly affected by the war. The author's interpretation of the essence of the social capital of the educational environment is offered, its structural content is given, and its features as a separate type of capital are determined. Attention is focused on the role of academic management, which in the conditions of war should be directed not only to the preservation of social capital, but also the educational and scientific potential of the country as a whole.*

Key words: *social capital, educational environment, education, science, social capital of the educational environment.*

Introduction. Under the conditions of development of world globalization transformations, the majority of countries in the world emphasize the provision and development of socially oriented aspects of the functioning of states, which involves investing funds in the development of the intellectual sphere, human potential, and the formation of social capital.

Today, this topic is particularly acute and urgent for Ukraine. It was social capital that was the driving force that allowed us to enter into an unequal struggle for the independence and sovereignty of our country. For more than a year, the brave people have been resisting the aggressor, who is numerically, territorially, and economically more important in the geopolitical space. In the course of an extremely heavy, brutal war, which was activated by Russia with its large-scale invasion of the territory of Ukraine, the social capital of our country is being transformed and tempered.

In addition, the relevance of research on this topic is emphasized by the fact that education and science are one of the most important factors in the accumulation of social capital and the improvement of its quality parameters. Thus, the study of social capital at the industry level will make it possible to fully analyse the factors that determine the peculiarities of its development and accumulation and create prerequisites for the development of effective mechanisms at the state level.



Literature review.

The study of social capital has recently become more active in domestic science, despite this, today there are already many studies on this issue. The issue of defining the essence and structure of social capital is comprehensively investigated in the works of such scientists as: A. Kolot [4], O. Hrishnova [2], and B. Burkynskyi [1]. It is also worth noting the scientific work of such scientist as M. Skrypnyk [5], which identified the features and necessity of creating educational development centres that can contribute to the formation of social capital. The main challenges and opportunities for higher education in Ukraine are disclosed in the article of such scientists as: I. Shevchuk and A. Shevchuk [9].

Theoretical aspects and international experience of social capital formation are covered in the scientific work of such scientists as: V. Zvonar, O. Diakonenko, and O. Sova [3]. The problems of social capital formation in the university environment are revealed in the works of the famous scientist T. Shapoval [8]. However, the question of the formation of social capital in an educational environment complicated by war conditions requires additional research.

Research methods. The main methods used during the research are statistical analysis, graphic, analytical and monographic methods. In addition, the research toolkit includes generally accepted methods of economic research, in particular: theoretical generalization and comparison, induction and deduction; synthesis and economic analysis, as well as statistical groupings.

The information base of the research was served by the works of authoritative scientists and experts on the chosen subject. The study of the transformation of social capital in the educational sphere was carried out using the results of a sociological study conducted as part of the Ukrainian Science Reload project.

Results.

Analysing theoretical approaches to defining the essence of the “social capital” category, it is worth noting the scientific theory of the famous scientist F. Fukuiama, which is based on the fact that it is a special type of capital that involves the spread of social values to a greater extent than individual values. At the same time, the process of its formation is more complicated than other forms of human capital, due to the fact that it is based on ethical norms and habits that are very difficult to change or destroy [7].

Educational and scientific institutions are currently the most significant basic elements for the formation of social capital, because it is within their walls that the moral and ethical, cultural and social foundations are formed, which provide for the observance of the rights and freedoms of a person, a citizen, which are its basis. Under modern conditions, they are the outpost that allows you to preserve and provide positive trends in the formation of social capital, because, in addition to purely profile functions, they perform a super-powerful social role, which only increased in the conditions of war.

So, under *the social capital of the educational environment*, it is proposed to understand the system of social and economic relations based on current (formal) and customary (informal) rules (norms), which allow individuals and social groups to fully realize the academic goal of educational and scientific activity.



Like any other type of capital, it has certain features, including:

- it is one of the forms of capital that significantly affects the functioning of both a separate educational (science) institution and the state as a whole;
- it is an intangible resource that simultaneously belongs to individuals, social associations and society;
- it is capable of self-development due to the possibility of involving a significant number of people;
- it is multifunctional and multidisciplinary;
- its use implies the emergence of synergy and the achievement of a certain result;
- the ability to convert (can acquire different forms of manifestation), increase and devaluation;
- it is an inexhaustible resource in the process of its use;
- it has the ability to change under the influence of the practice of social interaction;
- it is able to effectively interact with other tangible and intangible assets;
- it is inextricably linked with human capital and its qualitative characteristics.

In this case, social capital acts as a special intangible asset of society, the components of which are historically formed and accepted by the majority of rules, traditions, forms of organization of joint activities and social and economic interaction of individuals, based on cultural values and priorities, which are largely formed and spread in educational and scientific institutions. In addition, it is one of the incentives on the way to mass self-organization of citizens, which contributes to the establishment of relations between them based on mutual trust and assistance.

Today, there are quite a few approaches to the structural filling of social capital in literary sources; however, in order to deepen the study of the essence and meaning of the social capital of the educational environment, we consider it expedient to propose the following structure (Fig. 1).

In addition, it is worth noting that trust is perhaps the most important element that ensures the relationship between all structural parts of social capital and reflects the state of its development in society.

It should be noted that social capital is a dynamic quantity that changes its qualitative characteristics and development trends depending on the factors of the educational environment in which it is directly formed. Such factors should include state policy in the field of education and science.

Today, we have cases when educators and scientists found themselves actually hostages of a situation in which they have to choose between fulfilling their professional duties and preserving their own life and health, since, while remaining in Ukraine, they do not have proper conditions for work. In many educational institutions, both employees and students, students are increasingly denied the organization of distance learning, instead offering dubious shelters that are far from the established standards and do not guarantee safety. The dismissal of employees who were forced to leave the territory of our country, but continued to work remotely, is not unique. Thus, the state, having outlined the vector of development of



the educational and scientific sphere in the conditions of war, actually violated the rights and freedoms of workers in this sphere as citizens of their country, to work and study in safe conditions. This, in turn, contributes to the destruction of social capital due to the migration processes of our educators and scientists.

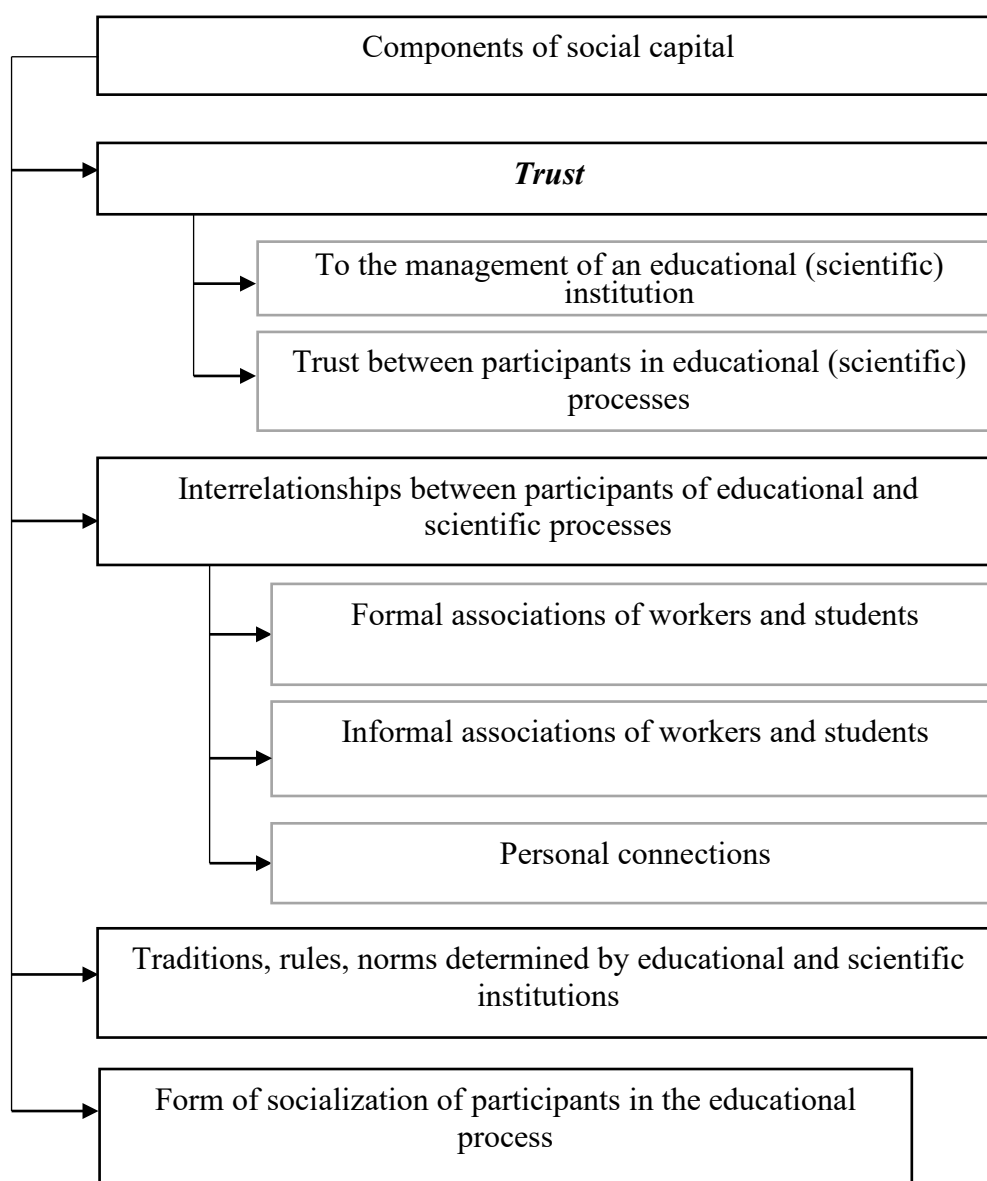


Figure 1 – Components of social capital in the educational environment

Source: it is developed by the authors

Another determining factor that certainly affects the formation of the social environment in modern conditions is the safety of the educational environment. After February 24, 2022, with the full-scale invasion of Russia on the territory of Ukraine, all spheres and directions of our life and functioning became extremely complicated and lost the status of safety. As already mentioned, educational and scientific institutions turned out to be, for the most part, unprepared for such challenges, thus, the majority of educators and scientists will remain one-on-one with problems related to the creation of appropriate conditions for work, starting from the technical arrangement of their own workplaces, finishing with preparatory work for the equipment of shelters based on basements in educational institutions.



It is also necessary to outline the determining role in the process of preservation and development of social capital and such a component as academic management. It is the management system and leaders of educational and scientific institutions today that should become the personification of trust, support, and wisdom that will stabilize the psycho-emotional state of employees and create the prerequisites for their personal growth and effectiveness of activities in the context of achieving a team result.

In practice, however, we have completely different cases – when educators and scientists in extremely difficult conditions often feel moral pressure from the management, because they are not always able to work as in peacetime due to subjective circumstances. Domestic practice does not provide psychological support and counselling to education and science workers, instead, they themselves, to a certain extent, become a spiritual support for their colleagues, students, pupils, gradually “burning out”. And this is an extremely important problem, which in the near future may lead to the degradation of social capital in this area.

The seriousness of the problem is confirmed by the results of a survey conducted as part of the Ukrainian Science Reload project [6], which indicate that the majority of respondents experience a rapid deterioration in their financial situation, only a third of the respondents have the opportunity to qualitatively perform their professional duties in pre-war volumes; among the reasons that limit opportunities for work, such as: a constant feeling of danger, lack of interest, apathy, improper working conditions, including the lack of proper technical equipment of workplaces, etc. All this points to the imperfection of the management system of educational and scientific institutions, the deterioration of the microclimate in teams, the layering of “professional fatigue” and, as a result, the absence of scientific and educational activities and initiatives for their implementation.

At the same time, it is worth noting that since the beginning of the war there has been an increase in opportunities to receive international aid in the form of increased academic mobility for students, educators, scientists, establishment of cooperation with scientists from different countries, grant support, opening of educational resources for Ukrainians, etc. However, most of these measures can be fully implemented by those persons who have gone abroad.

There is a rapid reduction in the funding of scientific research, which also affects the “preservation” of the social capital of this field. Almost 30% of scientists involved in the implementation of scientific projects lost their jobs, because with the beginning of the war, science turned out to be unnecessary, while the rest, who continue their research, are forced to carry out their research in conditions of total underfunding. Despite this, most of the respondents want to stay in Ukraine and continue to work for the restoration of their state, needing support both from the immediate leadership and the state as a whole.

Here, the observance of the principle of social justice, which is based on mitigating contrasts in income distribution, plays an important role. First of all, this manifests itself in the form of social conflicts, a decrease in the level of trust in managers and colleagues, and a negative trend from the point of view of material support of employees, and, therefore, contributes to a decrease in their purchasing



power and investment activity.

Social polarization has an extremely negative effect on the formation and realization of human capital. The impoverishment of a significant part of the workers deprives them of the opportunity for self-improvement, raising the level of education and professional competence, sharply worsens their physical and mental health, which ultimately negatively affects their work productivity and the success of the organization as a whole.

However, despite, for the most part, the negative orientation of the factors of the educational environment, the phenomenality of social capital in this area is that it maintains a tendency not only for preservation, but also for qualitative transformation. In particular, most educational and scientific institutions after the start of the war turned into hubs that provide significant material and moral support to our military. The rethinking of values in modern realities necessitates the use of all available and potential resources to counter shameful aggression.

It was the social capital of the educational environment that became a powerful basis for the fight against the occupiers, in particular, in the context of effective informational resistance, the development of empathy in the form of a powerful volunteer movement, which is implemented not only at the national level, but also acquired international features. In addition, at the current stage, there is a steady trend towards the growth of risk perception and the ability to level (counteract) its consequences, which is revealed in the readiness of Ukrainians to unite for the purpose of solving crisis issues in war conditions.

Chaotic migration movements caused by the rapid deterioration of the level of security and living conditions of Ukrainians as a result of the active hostilities that are taking place on a large territory of Ukraine have become another challenge today. Such “survival” migrations to some extent destroy the social capital of the country, since migrants need time to adapt to new conditions and countries, however, on the other hand, such changes provide an opportunity to form new social ties that can significantly improve the qualitative characteristics of the social capital of our countries.

The impact of the war on the transformation of social capital is quite illustrative on the example of the Scientific and Research Institute of Financial Policy. The Scientific and Research Institute of Financial Policy is the main structural unit of the State Tax University, which carries out unique research in the field of finance and taxation, financial law and customs affair and accompanies the implementation of their results in practical activities. The scientific institution has gone a long way in its formation and united in its composition the scientists of the State Scientific and Research Institute of Customs Affair (Khmelnyskyi) and the Scientific and Research Center for Taxation Problems (Irpin). Today, it is a unique, the only institution in Ukraine that carries out fundamental and narrow-profile research on the order of the Ministry of Finance of Ukraine and its structural divisions within the limits of budget funds.

The location of the Scientific and Research Institute of Financial Policy is the city of Irpin, which has actually been under occupation since the first days of the full-scale invasion of russia into the territory of our country. As a result, the office



premises, library fund and archival materials were almost completely lost. By the decision of the management of the State Tax University and the Scientific and Research Institute of Financial Policy in order to preserve the lives and health of employees, their evacuation to a safer territory in the west of the country was organized, where scientific research continued for more than six months without proper working conditions. This, in turn, contributed to a significant outflow of scientific workers abroad.

At the same time, from the beginning of 2022, the work of scientists in the customs direction was carried out remotely, which made it possible to stabilize the work of the Scientific and Research Institute of Financial Policy in this direction during the first months of the war. Thus, it was possible to preserve the composition of the author's collectives in full and effectively carry out scientific research throughout the year.

Today, despite all the difficulties, the destruction of the material and technical base, the rapid reduction in research funding and the number of author teams, the Scientific and Research Institute of Financial Policy continues its work today. As of March 2023, two scientific research topics in the customs field and one in the tax field are being implemented. Thus, characterizing the qualitative changes in the institution's social capital, it should be noted that it acquires a negative direction, since low wages, lack of financial opportunities for carrying out scientific activities ultimately demotivates employees. In addition, the rapid turnover of personnel creates significant difficulties in the context of ensuring communications in order to perform the institution's specialized functions. If we analyze the individual social capital of the institute's employees, it should be noted that there are only a few cases when scientists who went abroad continued to engage in scientific research within the framework of international cooperation programs, most of them were forced to change their fields of activity for the sake of survival. Those who remained in Ukraine are in absolutely no better conditions, as the conditions for scientific growth and development of scientists are unsatisfactory. All this, in general, contributes to the degradation of the social capital of the scientific institution.

If we analyze, for example, the institution of higher education in the city of Khmelnytskyi and the impact of the war on the results of its activities, we can note the following here. The University of Economics and Entrepreneurship has been operating in the educational services market of Khmelnytskyi region for almost 30 years, it is a privately owned institution and, on the one hand, its location in the west of the country made it possible not only to continue classes for education seekers in a mixed format (most of them are in classes offline; only those who are abroad connect online), but also ensured an increase in the number of applications submitted by applicants during the admissions campaign, and subsequently in the number of students (both due to entrants from the region and neighboring regions, and internally displaced persons). The entire staff of the university was preserved and even expanded due to the employment of internally displaced persons. On the other hand, the war affected the psycho-emotional state of both students and university teachers; as a result of the announced air alarms, the workload of students increases in terms of the need to independently process an additional amount of material, and teachers - in



terms of the need to choose the most effective methods of teaching and forms of its implementation in such conditions. It is difficult to predict whether the students will return to Ukraine, whether they will get an education for the next educational degree (master's degree), especially boys, under the conditions of the continuation of martial law in Ukraine. At the same time, young men of conscription age are actively enrolled in full-time education, thus preserving and increasing individual human capital.

The main problem of Ukraine in this aspect remains the lack of a clear strategy for the development of education and society as a whole. Its formation can be facilitated by the definition of unified national goals, reformatting of the base of interaction between the state and civil movements in the context of their resource provision.

The peculiarity of social capital in Ukraine as a whole and in the educational environment in particular is that its activation and significant qualitative growth is observed in the most difficult periods of the state's development, in particular, the occupation of Crimea, the beginning and escalation of hostilities in the east of our country, the COVID-19, a large-scale invasion of russia on the territory of Ukraine. It is during these periods that the accumulation of social capital takes place, which takes the form of volunteer units, volunteer and other public movements, which are not of a formalized nature and, by their very nature, become informal leaders with a fairly high level of trust. Such a situation indicates a lack of balance in society, which can lead to the accumulation of negative social capital.

Thus, awareness of the role and importance of a person, a citizen, a specialist in his field, as its main bearer, is almost the only tool for ensuring the progressive development of social capital in Ukraine.

At the same time, the implementation of the technology for the formation of positive social capital in the educational environment of Ukraine should include:

- formation of a favourable, well-founded policy in the field of education and science, which would be pro-European, but would not lose its individuality due to the popularization of domestic achievements in this field;
- consistent, thorough work on the formation of the reputational capital of educational and scientific institutions;
- development of transparent rules, requirements and mechanisms of interaction between participants of educational and scientific processes;
- adjustment of the functioning of the coaching system;
- formation of a personnel reserve and a clear system of career growth;
- revival of trust in domestic science, education and restoration of the prestige of belonging to this field;
- cultivation of integration between educational and scientific institutions of different levels;
- ensuring proper financing of scientific projects, which are necessary for the reconstruction of Ukraine;
- identification and comprehensive cooperation with socially active representatives of educational and scientific areas;



- promoting the implementation of domestic scientific results in practical activities;
- formation of educational hubs that would provide an opportunity to increase social capital in this area.

It is worth noting that the state, paradoxically as it may be, has rather limited opportunities for the formation of most forms of social capital. However, it is the only one capable of creating an appropriate institutional environment for its formation and development.

Conclusions.

Thus, in accordance with the purpose of the research, the article defines the essence of the social capital of the educational environment, which should be interpreted as a system of social and economic relations based on current (formal) and customary (informal) rules (norms), which allow individuals and social groups to fully to the extent to realize the academic goal of educational and scientific activity. Another issue that is very relevant today is the understanding of the features of this specific type of capital.

In particular, the following are proposed to be among such features: the ability to influence both individual educational structures and the educational system of the country as a whole; to be an intangible asset capable of self-development, multifunctionality, multidisciplinary, convertibility, produce effective synergy, be inexhaustible and have an inseparable connection with human capital.

At the same time, the architecture of the social capital of the educational environment deserves special attention, which, according to the authors, should include: trust, which acts as a basis for the formation of social capital, relationships between participants in educational and scientific processes, traditions, norms and rules that form the corporate culture of each educational and scientific institution, as well as forms of socialization of participants in the educational process.

The analysis of the factors of the educational environment, which in their essence are the prerequisites that determine the specifics of the formation and direction of social capital, showed that as a result of the war, it underwent negative transformations, which, in addition to acquiring new ones, in turn deepened the existing problematic points.

That is why, according to the results of surveys, today the majority of educators and scientists do not feel safe, there are obvious signs of moral and professional “burnout”, there is a noticeable decrease in the level of material support and social security, they do not have adequate support and trust in the management, as a result, we can draw conclusions about the non-resistance of social capital and the low efficiency of the academic management system.

However, the paradox of the situation is that even in such extremely difficult, unfavourable conditions, qualitative changes in the social capital of the educational environment are observed, which are revealed through the activation of the volunteer movement, the development of scientific mobility programs, the establishment of cooperation with foreign educational and scientific institutions, which, in turn, makes it possible to ensure the self-preservation of the social capital of this sphere. And although, as practice shows, the state does not play an overriding role in the



formation of social capital, the priority and the main guarantee of its development should be the understanding and clear perception that the most valuable is a person as a carrier of phenomenal capital, which is capable of both destroying and rise from the ashes.

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