

*Elena Puzur*

„Ion Creangă” State Pedagogical University from Chisinau, Republic of Moldova

## **Psychosocial adaptation of educational system employees to social changes**

### **Introduction**

The rapid pace of continuous socioeconomic transformations influences the adaptation process and highlights the importance of research on how people of different ages adapt to change. Thus, adaptation is studied at different levels – macrofunctional, psychophysiological, psychoindividual, and psychosocial – involving various subject groups and new adaptation conditions (Puzur, 2021). In this context, psychosocial adaptation of the personality is achieved through the body’s functional reserves and individual reactive particularities, which reflect interindividual and momentary variations, since each organism has a “normal” point specific to a given moment (Frankl, 2018).

From these considerations, we can deduce that, as numerous levels of interaction exist, there will be equally numerous adaptation difficulties, the vast majority of which go far beyond the mere regulation of needs necessary to sustain physiological metabolism. Moreover, as the social environment becomes more complex, psychosocial adaptation becomes increasingly difficult, requiring new personal resources.

Analyzing the mechanism of psychosocial adaptation to new conditions, we observe the following: when the balance between an individual and their environment is disrupted, an imbalance inevitably appears, affecting the organism’s functioning on multiple levels. A significant disparity between the needs of the individual, the demands of the environment, and their capacity to respond creates tension – manifesting as stress – and leads to adaptation difficulties. Here, we support the view of Enăchescu (2006), who states: “Any disturbance of the state of psychic equilibrium leads to the person’s maladaptation, followed by the disorganization of his behavior. Two elements disturb the psychic equilibrium and, implicitly, the state of mental health: frustration and conflict.”

Thus, the most significant psychological characteristics that regulate mental activity, as well as the adaptation process itself, collectively forming a person's adaptation potential, are:

- neuropsychic stability, whose level of development determines stress tolerance;
- self-esteem, which is decisive in self-regulation and influences the accurate perception of environmental conditions and one's capabilities;
- a sense of social support, which fosters a feeling of self-worth;
- the level of personality conflict;
- social communication experience (Puzur, 2021).

When focusing on the psychological foundations of education at any age, the formation of a personality in accordance with an educational ideal involves the deliberate application of personality development theories. These include understanding the essence of personality, its developmental tendencies, the factor analysis of personality components and traits, and its dynamic, evolutionary nature. It also involves grasping the psychological essence of education, such as its objectives, strategies, purposes, and the social-psychological factors that influence adaptation to changing conditions, as well as knowledge of age-related and individual personality characteristics. Additionally, the personality-society relationship must be considered, as the ever-changing demands of society constitute the mechanism of personality development and adaptation, shaping the path towards the educational ideal. It should be emphasized that the social foundations of education lie in its role in fostering a dynamic balance between the individual and society – an indispensable condition for the continued development and survival of both.

We highlight the importance of the systemic approach to personality proposed by Golu (2009), which allows for a focused study of interactions and relationships. Golu (2009) asserts that "human personality cannot be conceived and analyzed scientifically except through the prism of its permanent relationship and interaction with the world...personality exists, is formed and manifests itself in and through relationships." He further specifies that personality, as a real entity, embodies all the attributes of the system, being a "dynamic, open, hypercomplex and probabilistic."

It should be emphasized that the systemic approach offers broad explanatory perspectives regarding the adaptation process. If one considers psychic life as the expression of the most complex adaptation, the mechanisms underlying the functioning and evolution – both phylogenetic and ontogenetic – of the human psychic system come into focus. These include self-organization, self-programming, self-regulation, coordination, selectivity, and anti-random modalities. Together, they constitute the most profound and complex mechanisms of adaptation.

It is important to note that, in the specialized literature, the active adaptation model is based on the premise that a person is in constant adaptive interaction with their environment. This implies two areas of interaction: *internal-internal* – among cognitive, affective-motivational, and relational programs; and *internal-external* – between the person and the environment.

Specialized research indicates that the adaptation process is not solely physical in nature (e.g., changing residence), but can also take other forms, such as the manifestation of various psychological defense mechanisms.

In the context of studying psychosocial adaptation, Ivanov (2014) highlights the reactions and defensive positions of the personality during this process, categorizing them into three types: avoiding experienced difficulties, overcoming challenges through indirect means, and the tendency to overcome traumatic situations through direct confrontation.

Thus, the first two types characterize defense mechanisms, analyzed in psychoanalysis and can be defined as ways of avoiding traumatic situations – either by changing oneself or by adapting in order to escape the situation. Hence, the third type represents an active defense oriented towards changing external conditions. In this context, self-esteem represents a deep and strong human need, essential for effective adaptation of the individual, optimal functioning, and self-fulfillment. In other words, self-esteem reflects genuine trust in one's own mind and discernment, embodying confidence in the ability to make correct decisions and appropriate choices.

Generalizing the above, we can identify the main directions of personality activity, which correspond to three basic aspects of psychosocial adaptation analyzed in the specialized literature:

1. the escape from the created situation through psychological defense of the self ("I");
2. the influence on the environment to adjust its parameters to oneself, either through indirect means or through direct influence;
3. the manifestation of activism to change the self ("I") and internal structure, ranging from accommodation to conformity. It should be noted that the conformity process is influenced by characteristics of the individual, the group, and the relationship between the individual and the group (Puzur, 2016).

The comprehensive study of personality from a psychosocial perspective focuses on discovering how personality manifests in various social situations within networks of interpersonal relationships, depending on the psychosocial attributes of the individual (such as roles and statuses).

For these reasons, the psychosocial perspective on adaptation involves approaching personality through three aspects: situational, relational, and group-based. Interpreting personality situationally means constantly relating it to the context in which it is found, which it produces, whose influences it generates, yet also supports. It involves considering personality as a product of circumstances, capable of knowing, guiding, and distinguishing them (Puzur, 2016).

As a compromise between the creative spontaneity of the subject, determined by aspiration, skills, personality traits, and more, on the one hand, and the social norms that regulate behavior based on one's social position, on the other hand, character can manifest in several forms:

- a) character as a social stereotype – one who plays the role related to the position they occupy in society, representing a rigid expression of social imperatives ("what I have to be");
- b) character as a personal ideal – through which "willful" people shape themselves according to their own goals and aspirations ("what I want to be");

- c) character as a mask – through which subjects deliberately pose themselves in a certain image to others, concealing some facets of the true self (“what I want to appear to be”);
- d) character as a refuge – where behavior dictated by social status serves as a moral alibi for one’s actions (“what I am required to be”), etc.

In this context, when developing the concept of the adaptation process, we find that it can be evaluated at different levels: interpersonal relationships, behavior, fundamental mental functions, psychophysiological regulation, physiological mechanisms that ensure the activity, the functional reserves of the body, and overall health.

According to Cosman (2010), adaptation is a dynamic process that involves structural, functional, physiological, and behavioral mechanisms and changes through which the organism maintains functional balance under the conditions of some variations in environmental factors.

Analyzing how a person responds to major life changes reveals their ability for adaptation.

### Why do some people have a hard time adapting to change?

In attempting to answer this question, we find that individuals who struggle to adapt to continuous change often exhibit the following characteristics:

- they possess rigid mental and behavioral patterns that keep them in their comfort zone;
- they avoid or delay taking risks and action because of fear of new situations, uncertainty, or an unpredictable future;
- they have low self-confidence, which blocks their initiatives and creativity;
- they struggle with decision-making, do not trust their own judgment, and are dependent heavily on the advice of others;
- they are perfectionists, overcriticize themselves, and live in constant fear of being judged or punished for their mistakes;
- they victimize themselves, seek someone to blame, and repeatedly ask, “Why is this happening to me? It doesn’t seem fair to me!”;
- they face difficulties in communication, negotiation, and time management, which makes it difficult to handle unforeseen or conflictual situations.

From these considerations, we can deduce that difficulty in adapting to change may be caused by previous experiences in which the person failed to cope with new or unforeseen situations. In such cases, change is perceived as extremely painful or traumatic, leading to the development of maladaptive defense mechanisms that can be reactivated in similar future circumstances (Puzur, 2022).

Psychologist E. Fromm (2019) identified three psychological categories regarded as essential human resources for overcoming difficult life situations:

- **hope** – the readiness to face the future, enabling self-development and a clear vision of one’s prospects;

- **rational belief** – an awareness of the many opportunities available and the motivation to find and use them over time;
- **mental strength (courage)** – the resilience to defend one’s hope and beliefs, “the ability to say ‘NO’ when the whole world wants to hear ‘YES!’”

Individual adaptive capacity can be assessed by examining the development level of key psychological characteristics that are significant for the regulation of mental activity and the adaptation process. It should be emphasized that the more developed these characteristics are, the greater the likelihood of effective adaptation and the broader the range of environmental factors to which a person can adapt.

D. A. Leontyev (2011) introduces the concept of personal potential as a basic individual characteristic that forms the core of personality. According to Leontyev (2011), personal potential is an integral measure of an individual’s personal maturity. The main manifestation of personal maturity – and of personal potential itself – is the phenomenon of self-determination of personality. Personal potential reflects the capacity to overcome new situations by the individual, ultimately overcoming their own ego, as well as the measure of their efforts to work on themselves and manage the circumstances of their life.

Focusing on the theoretical concepts of Leontyev (2011), regarding personal potential, we highlight three purpose-functions of personal resources that correspond to its three components: *the potential for conservation, the potential for self-determination, and the potential for achievement*. These components enable effective self-regulation across various situations: pressure and threats, uncertainties, and achievements.

Author M. Erickson notes that “Every person already has all the resources necessary for development and achieving success”: the greater the resources, the higher the achievement. In this context, a fundamental aspect of the resource approach is the principle of “conservation” of resources, which implies the ability of a person to receive, conserve, restore, develop, and redistribute resources in accordance with their values. Through such resource management, a person can adapt to various environmental conditions (Puzur, 2021).

The multitude of existing types of resources play various specific roles in the process of human adaptation and overcoming difficult life events. In this context, personal and psychological resources are the most significant. Culicov (2004) identifies the most significant personal resources:

- an active motivation to overcome stress, viewing it as an opportunity to gain personal experience and foster personal growth;
- the power of self-concept, self-respect, self-appreciation, a sense of personal worth, and “self-sufficiency”;
- an active attitude towards life;
- positive and rational thinking; emotional and volitional strength; and overall health and well-being.

The combination of personal, psychological, professional, and physical resources constitutes the unique personal resource of the individual in the conditions of adaptation to various changes (Bodrov, 2002).

It is important to emphasize that most of the listed qualities reflect the characteristics of a harmonious, psychologically healthy personality, as identified by psychologist I. V. Dubrovina (2004). These include self-sufficiency, a person's interest in life, freedom of thought and initiative, passion for scientific and practical activities, activism and independence, responsibility and the ability to take risks, self-confidence and respect for others, intelligibility in achieving goals, the capacity to experience deep feelings, an awareness of one's individuality, acceptance of others, and creativity across various spheres of life and activity.

Thus, in the context of continuous change and the need to adapt to new conditions, resilience – an integrative personal characteristic responsible for successfully overcoming life's difficulties – ensures psychological vitality and sustained human effectiveness, serving as an indicator of mental health.

In analyzing health as the harmonious balance of physiological, mental, and social aspects of human existence, researcher Malykhina mentions the opportunity to highlight **personal preventive resources**, which are uniquely individual in a phenomenal, specific sense.

The personal (individual) preventive resource is understood as a complex of abilities of the individual, the implementation of which allows maintaining a balance between adaptive and compensatory mechanisms. The functioning of this complex process ensures the optimization of mental, somatic, and social resources and, in accordance with the individual's personal orientation, creates the conditions necessary to discover one's unique identity and further self-realization (Puzur, 2021).

There is a specific correlation between the factors of personal competence (such as self-confidence, independence, determination, control, access to resources to deal with difficult situations, and perseverance) and acceptance of life and self, which includes adaptability, balance, flexibility, and a balanced life perspective. Together, these elements are focused on the content and quality of personal resources.

In this of the above, it is important to mention that personal resources represent a systemic structure, which includes a complex of cognitive, emotional, and behavioral constructs. These resources facilitate the expansion of new horizons and the activation of the individual's potential in achieving set goals, thereby contributing to the maintenance of homeostasis and the optimal functioning of the organism.

It is essential to emphasize that, from this perspective, the entire evolution of personality can be interpreted as a continuous process of adaptation, in which internal programs undergo changes due to the incorporation of stimulus situations and reaction modalities (assimilation) by subjective structures. These internal changes are then externalized through increasingly adapted reactions (accommodation).

The person's specific reaction to change modifies the very program that developed it, through several process sequences:

- the activation of already existing structures (practice) strengthens and consolidates the current program;
- the coordinated integration of different structures (diversification) increases flexibility, enabling multiple combinations of existing programs into new programs;

- the incorporation of feedback about the outcomes of the action allows the formation of a new program, gradually reinforcing the integration of its structural elements.

The approach of Olbrich (as cited in Montada, 1982) shows that “personality development is an active phenomenon in which the evolving person is involved. It is achieved through normative stimulating situations, training adaptive capacities.”

Based on the perspectives presented above, it can be concluded that the social foundations of adult education are oriented towards establishing a dynamic balance between the individual and society – an indispensable condition for the existence and development of both.

### **What are the characteristics of people who cope better with change?**

People who cope well with change are able to access various adaptive tools and resources, which they use to their advantage in difficult and unforeseen situations.

Analyzing the characteristics of individuals who successfully adapt to continuous changes, it is important to note that healthy and effective long-term adaptation requires:

- the courage to face new and unprecedented situations;
- confidence in one’s own strengths and abilities;
- creativity in problem solving;
- the ability to make decisions in a short time;
- a capacity for rapid learning from personal experiences and the mistakes of others;
- realistic adjustment of goals, expectations, and standards for oneself and others;
- willingness to let go of beliefs, behaviors, habits, and relationships that no longer serve us;
- the ability to ask for and accept help and support from family, friends, or various support networks during critical or difficult times.

In this context, the aspect of externalizing deep emotional feelings is fundamental in maintaining balanced behavior and is related to an individual’s emotional culture. This capacity is determined by the emotional competence, which plays a critical role in both individual and group performance, leadership, and the management of social change and adaptation to these changes. Emotional competences are necessary in navigating intense emotional experiences, as they facilitate the management of internal conflicts and the removal of psychological discomfort, which generates difficulties in interpersonal relationships, social communication, and self-realisation. Specialized studies demonstrate that individuals who regularly employ emotional regulation or self-regulation strategies tend to be more resilient to stress, adapt faster, and enjoy a much better general state of well-being than those who do not resort to such strategies.

## The methodological approach of the study

*Research purpose:* Assessing teachers' perceptions of the psychosocial aspects of involved in their adaptation to change.

*Research hypothesis:* Teachers who benefit from job security demonstrate a higher adaptive capacity to societal changes.

*Research methods:* Analysis of specialized literature; questionnaire-based observation; data analysis and interpretation.

The primary method for data collection was the *questionnaire* that was administered in 2024.

*Questionnaire objective:* including its frequency, type, and quality.

The questionnaire consists of multiple-choice questions, giving respondents the opportunity to express their opinions on the relationship between job security and adaptation to continuous change.

## Results and meanings of the data collected through the questionnaire

As mentioned, the questionnaire was the primary method of data collection for this research. The analysis of the data obtained from the questionnaire is structured around 4 key items:

1. What is the age of the respondents?
2. How important is psychosocial adaptation to you in the context of job loss?
3. What are the most common causes of job loss?
4. Do you believe that job security in the field of social services can contribute to psychosocial adaptation in the context of job loss?

### **Item 1. What is the age of the respondents?**

Analyzing the results regarding the age of the respondents, it was determined that 46% of them fall within the 36–45 age group, followed by 34.9% in the 26–35 age group. Additionally, 9.5% are aged 46–55, and 4.8% of respondents belong to the 56–65 and 66+ age categories, respectively.

### **Item 2. How important is psychosocial adaptation to you in the context of job loss?**

Generalizing the results obtained in item 2, we highlight the following:

#### **a. Predominance of the response “Very Important” (66.7%)**

The majority of participants consider psychosocial adaptation in the context of job loss to be of utmost importance. This result may reflect:

- **Awareness of the psychological and social impact:** Losing a job affects not only financial stability, but also personal identity and social relationships, which leads individuals to appreciate emotional support and adaptation.
- **Valuing mental health:** As awareness of the importance of mental health grows, people are more open to the idea of psychosocial support.



- **Fear of social isolation:** Job loss can reduce social interactions, and psychosocial support plays a crucial role in preventing social isolation.
- b. **The response “Important” (28.6%)**
- A significant portion of respondents selected “Important,” which indicates that:
- **These participants recognize the need for psychosocial support, though not with the highest urgency.** Some may have experienced job loss and managed to adapt through alternative resources such as family support, friends, or personal resilience.
  - **Consider other aspects as more important:** For example, they may prioritize the immediate need to find a new job over psychosocial adjustment.
- c. **The response “Partially Important” (4.8%)**
- This marginal response may have several explanations:
- **Individualistic perception:** Some individuals may believe that psychosocial adaptation depends entirely on their own resources rather than external support.
  - **Ignoring the emotional impact:** These respondents may not be aware of the long-term effects of job loss on psychosocial health.
  - **Minimizing the issue:** Some may consider psychosocial adjustment less important compared to other immediate needs, such as financial security.
- d. **The response “Not Important at All” (0%)**
- The fact that no respondent selected this option clearly indicates that all participants recognize, to some extent, the importance of psychosocial adaptation. This absence shows that:
- **Psychosocial adaptation is universally perceived as relevant** when facing job loss, even if the perceived level of importance may vary.
  - It is possible that the target group or society analyzed has a high level of awareness regarding the need for emotional and social support in difficult situations.
- Concluding the results for item 2, it can be stated that all respondents recognize the importance of psychosocial adaptation in the context of job loss, which reflects a general awareness of its effects on personal and social well-being.
- **The vast majority (95.3%)** consider psychosocial adaptation either very important or important, highlighting a clear need for psychosocial support.
  - **The complete absence of the “Not at all Important” response** indicates that this topic is perceived as relevant by all participants, regardless of their personal circumstances.

### **Item 3. What are the most common causes of job loss?**

Analyzing and generalizing the results obtained in item 3, the following picture emerges:

#### **a. Tensions and conflicts in relations with the administration (42.9%)**

This result highlights that almost half of the respondents identify tense relations with the administration as the primary cause of job loss. Possible reasons include:

- **Authoritarian management:** Decisions perceived as unfair or practices that do not respect employee rights.

- **Lack of effective communication:** Communication dysfunctions can generate conflicts between employees and superiors.
- **Stressful working conditions:** High pressure on employees can lead to escalating conflicts.

**b. Health status (15.9%)**

A significant percentage of respondents believe that health problems have contributed to job loss. Possible reasons include:

- **Inability to meet physical or mental job demands:** Health issues can limit the employee's performance.
- **Health-related discrimination:** Employers may perceive employees with health problems as less productive.
- **Lack of organizational support:** The absence of support programs for employees with medical problems.

**c. Tensions and conflicts with colleagues (14.3%)**

Interpersonal conflicts with colleagues are a common cause of job loss, though less frequent than conflicts with the administration. Possible reasons include:

- **Professional competition:** Rivalries and competition for resources or positions can lead to conflicts.
- **Personal differences:** Differences in personality or opinions can escalate into tensions.
- **Lack of positive organizational culture:** A work environment that does not promote collaboration or mutual respect.

**d. Age limit (11.1%)**

Age is perceived as a barrier by some respondents. Possible reasons include:

- **Negative perception of older employees:** Employers may consider older workers as less flexible or less able to adapt to new technologies.
- **Strict organizational policies:** In some cases, contracts or rules enforce mandatory retirement ages, regardless of the worker's skills.

**e. Other (12,7%)**

This category involves a range of factors not covered by the standard options. These are:

- **Economic issues (restructuring, bankruptcy).**
- **Technological advancements that make certain jobs redundant.**
- **Personal decisions to leave the job (e.g., due to lack of job satisfaction).**

**f. Family problems (3.2%)**

This is a less frequently mentioned cause, but relevant for some of the respondents. Possible reasons include:

- **Excessive family responsibilities,** such as caring for children or elderly relatives;
- **Personal conflicts:** Tense family situations can affect performance at work.

In conclusion to item 3, we note that the most common causes of job loss are strained relations with management (42.9%) and health (15.9%), suggesting that the dynamics of labor relations and employee health are critical aspects that require attention. Categories such as tensions with colleagues (14.3%) and age limit (11.1%)

reflect more specific but common challenges, while family problems (3.2%) remain isolated cases. The “Other” category (12.7%) suggests a variety of factors that may vary depending on the context.

**Item 4. Do you believe that job security in the field of social services can contribute to psychosocial adaptation in the context of job loss?**

Generalizing the results obtained in item 4, we conclude the following:

**a. The response “Yes” (74.6%)**

An overwhelming majority of respondents believe that security in the field of social services plays an important role in psychosocial adaptation following job loss. Possible explanations are:

- **Financial support provided by social services:** Unemployment benefits or other forms of economic support reduce financial stress, giving people time and resources to restore their emotional and social stability.
- **Access to counseling and reintegration programs:** Programs that offer psychological support or vocational training are seen as essential to managing stress and uncertainty.
- **Sense of security:** A well-organized social network gives people confidence that they are not alone in facing difficulties.

**b. The response “No” (9.5%)**

A small percentage of respondents do not believe that security in the field of social services contributes to psychosocial adaptation. Possible explanations are:

- **Perception that social services are ineffective:** Some respondents may feel that existing social support is poorly well-organized or insufficiently responsive to actual needs.
- **Self-reliance:** These respondents may consider psychosocial adaptation to depend more on personal resources and less on external help.
- **Negative past experiences:** Unsatisfactory interactions with social systems may foster skepticism regarding their effectiveness.

**c. The response “I’m not sure” (15.9%)**

A significant number of respondents expressed uncertainty regarding the role of social services in supporting psychosocial adaptation. Possible explanations are:

- **Lack of information about services:** Some participants may not be fully aware how social services work and what benefits they offer.
- **Perception that adaptation is a complex process:** Respondents may consider social security to be only one factor among many others (e.g., family support, access to mental health resources).
- **Uncertainty regarding personal experience:** Respondents who have not faced job loss may find it difficult to assess the real impact of social services in such circumstances.

In conclusion, the majority of respondents (74.6%) recognize the crucial role of social services in supporting psychosocial adaptation after job loss. This perception indicates a strong level of trust in social support systems in difficult situations. A small percentage (9.5%) express skepticism about their effectiveness, which may signal the

need to improve public perception or the actual functioning of social services. Indecision (15.9%) reflects either a lack of information or insufficient awareness of the role of social services, suggesting the need for better-targeted information campaigns.

## Recommendations

For effective and continuous adaptation to societal changes, it is necessary to create optimal educational conditions for the development of integrative characteristics of the adult personality. This includes strengthening the personal resource system of the future specialists and professionals, fostering the internal regulation of their lives, and the formation of a meaningful, reflective attitude toward themselves as individuals and as subjects of professional activity.

Therefore, for rapid and effective adaptation to new societal changes, it is essential to become aware of it through the analysis of presented evidence, existing alternatives, suggested implications, and realized benefits.

As concluding benchmarks for the manifestation of balanced behavior in the face of change, we suggest the following:

1. *prioritizing objectives* for a limited period (day, week, month), dividing them into major and minor objectives; rating achievement with a proportional score, so that the achievement of a major objective compensates for several unmet minor ones, and vice versa;
2. efficient time *planning* in measured doses;
3. *engaging* in favorite activities at least once a week;
4. *scheduling and reserving* a personal moment of calm, relaxation, meditation, etc. each day (15 min);
5. *ensuring* a balance between professional, personal, and family activities;
6. *respecting* the sleep-wake cycle, ensuring at least two nights per week of 7–8 hours of restful sleep;
7. *externalizing* deep emotional feelings by speaking with a psychologist, mentor, colleague, or friend (a confidant).

It is important that, in the process of adapting to societal changes, people are motivated to voluntarily acquire new knowledge, approach new tasks creatively, improve their professional competence, and, if necessary, change their lifestyle, work habits, values, and attitudes toward personal and professional relationships (Puzur, 2022).

## Conclusion

The integrative personality characteristics of educational actors are higher-order factors that mediate regulatory processes in the activities performed and help them overcome difficult circumstances in life, thus serving as a key determining factor of life satisfaction. These characteristics are:

- Professional identity, shaped by selective activity guided by self-awareness, subordinated to the tasks of self-determination and professional development. At the same time, professional identity operates with the images of professional activity, which are implemented through a complex system of ideas about oneself as a professional. This identity is a holistic image, a system of attitudes and psychological frameworks towards oneself as a professional.
- Professional orientation, characterized by the system of dominant motives for choosing and preferring a particular profession. It includes the system of emotional-value relationships, establishing the hierarchical structure of the dominant motives of the individual corresponding to their content and determining the person to affirm them in professional activity.
- Characteristics of the expressive-instrumental personality of educational actors (character, skills) (Leontyev, 2011).

Psychosocial adaptation is essential for the well-being of the teaching staff's personality. In this context, it is important to emphasize the need to create optimal educational conditions that support the development of integrative personality traits and the strengthening of personal resource systems among educational actors. These conditions should foster internal self-regulation of their vital activity, the formation of a significant reflective attitude toward oneself as both a personality and a subject of professional activity. Educational actors continuously shape not only themselves but also the educational environment, enriching it with their personal resources and the products of their creative activity.

## Bibliography

- Bodrov, V.A. (2002). *On psychological mechanisms of regulation of the process of overcoming stress*. Moscow; Yaroslavl: Avers-Press.
- Cosman, D. (2010). *Medical Psychology*. Iași: Polirom.
- Dubrovina, I.V. (Ed.). (2004). *Practical psychology of education: textbook*. St. Petersburg: Piter.
- Enăchescu, C. (2006). *Treatise on Mental Hygiene*. Iași: Polirom.
- Golu, M. (2009). *Psychological Foundations*. Iași, Polirom.
- Frankl, V. (2018). *Man in Search of the Meaning of Life*. Bucharest: Vellant.
- Fromm, E. (2019). *The Art of Being*. Bucharest: Editura TREI.
- Kulikov, L.V. (2004). *Psychohygiene of the personality*. St. Petersburg: Piter.
- Leontiev, D.A. (Ed.). (2011). *Personal potential: structure and diagnostics*. Moscow: Smysl.
- Oerter, R., Montada, L. (eds.). (1982). *Entwicklungspsychologie*. Munich-Vienna-Baltimore: Urban & Schwarzenber.
- Puzur, E. (2021). *Psychosocial adaptation of students: contexts and perspectives for optimization*. Chișinău: Pulsul Pieții Publishing House.
- Puzur, E. (2021). "Psychosocial adaptation and personal resources." In *Materials of the Republican Conference of Teachers* (Vol. IV, pp. 117–120). Chisinau: Tiraspol State University. (Conference held February 27–28).

- Puzur, E. (2021). "Ways to ensure psychological activity regarding the development of personal resources." In *Proceedings of the International Scientific Conference "Institute of Educational Sciences: ascension, performances, personalities"* (pp. 179–183). Chisinau: IȘE.
- Puzur, E. (2021). "Personal resources in the adaptation process." In *Proceedings of the International Symposium "Home school, home from school. Healthy boundaries between professional and personal life"* (pp. 41–46). Bucharest, Romania: EDUMI.
- Puzur, E. (2022). Efficientization of psychosocial adaptation in the context of societal changes. *Univers Pedagogic*, 4.
- Puzur, E. (2022). Ways of psychosocial adaptation to societal changes. *Univers Pedagogic*, Category B, 1(73), 72–75.

*Note.* The work was carried out within the project *Psychological mechanisms for promoting well-being in the educational system* \_project code: 040112.

### **Abstract**

The entire evolution of personality can be interpreted as a continuous adaptation, in which internal programs undergo changes due to the incorporation of stimulus situations and response patterns into subjective structures (assimilation). These changes are then externalized through increasingly adapted reactions (accommodation). It is necessary to realize that change is a constant part of life, and the ability to adapt to change is an important skill for living a happy and fulfilled life.

Thus, the psychosocial adaptation of teachers aims to achieve a balance between their abilities, aspirations, objectives, and desires with the demands and opportunities offered by the social environment. Enriching and developing the cognitive, behavioral, and social repertoire, the integrative characteristics of teachers' personalities, under the influence of positive emotions, promotes the development of personal resources in these areas and ensures an efficient and optimal psychosocial adaptation to new conditions.

Therefore, for teachers to adapt quickly and effectively to new societal changes, it is necessary to become aware of these changes by analyzing the presented evidence, existing alternatives, suggested implications, and realized benefits.

**Keywords:** adaptation, attitude, behavior, conditions, development, balance, personal resources, mental health, change

**Elena Puzur, Ph.D., associate professor**

„Ion Creangă” State Pedagogical University from Chisinau, Republic of Moldova

e-mail: linprodan@yahoo.com

ORCID: 0000-0002-1406-4406