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Development of the scientific potential of the head of an educational institution in the conditions of martial law and post-war conditions

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Abstract. The significance of the subject under study is conditioned by the need to resolve the contradictions between modern requirements for managerial personnel and the desire for further self-improvement; social order and opportunities for effective quality management; reproductive and productive nature of professional functions, their previous experience, and the latest developments. The purpose of this study was to cover the mechanism of professional development of a manager, identify the key trends, problems of management of an educational institution, challenges, and to identify opportunities for their solution. For this, a set of theoretical methods was employed, including classification, generalisation, comparative analysis, and literature analysis. The study found that the problem of professionalism and quality of management is currently relevant in the conditions of martial law and post-war situation. The study also found that the success of educational institutions in the context of international rankings is contingent upon the professional self-improvement of the manager-scientist, characterised by a constant desire to be aware of both the creation of innovative approaches to the organisation of the educational process and the impact of international rankings on the parameters of the activity of educational institutions and their image. The results present the most authoritative rankings in the world (Massachusetts Institute of Technology, Stanford and Harvard, Oxford, Cambridge and the University of California at Berkeley and California Institute of Technology) and in Ukraine (Taras Shevchenko National University of Kyiv). The expediency of studying administration as a science and the scientific nature of the management process was substantiated. The study proved that the ability to manage is a prerequisite for the acquisition of relevant skills, knowledge, and abilities to transform competitive relations. The considered aspects suggested that competition stimulates rationality, while creativity encourages an individual to fresh ideas, innovations, and creative activity

Keywords: professional competence; management; predictability competition; creativity potential; qualimetric approach; university rankings

INTRODUCTION

Modern competent heads of educational institutions invest in the development of teachers' creativity potential (CP), focusing on their emotional and intellectual capital and further competitiveness. Therefore, the problem of professionalism and quality of management is relevant in the context of wartime and post-war conditions. Competition, competitiveness, professional growth, and the success of management activities depend on the manager-scientist, their scientific potential (SP), and professional mobility. It is the ability to manage that serves as a precondition for the dynamic acquisition of the relevant skills, knowledge, and abilities to transform competitive relations.

The researchers consider the activities of a modern manager as the ability to make decisions effectively and take responsibility for them, to skilfully influence society to solve common problems. V. Hladkova (2023) raised the

issue of acmeological competence of heads of educational institutions in the context of change. The study specified the concept of acmeological competence of a manager of a general secondary education institution (GSEI) in the context of changes and characterises the process of professional self-improvement. T. Koroid (2025) summarised foreign practices. Improving the efficiency of management systems is a complex task. The researchers were convinced that by accounting for the complex interaction of influences and areas of optimisation of this system, it is possible to achieve the greatest results that will contribute to the competitiveness of the organisation in the market in the modern business environment. The researcher also provided a comparative analysis of world models of personal development, summarising foreign practices. The conducted study allows determining the role of competition in the development of the CP of an individual through the introduction of world and domestic development models in Ukrainian educational institutions. Therefore, presently, a manager needs the skills of modelling, development, and implementation for cooperation and exchange of skills, which is a guarantee of identity, national traditions, and the experience of predecessors. O. Lozovskyi & M. Horshkov (2023) considered the role of management decisions, their effectiveness at the present stage. The researchers believed that the effectiveness of management decisions lies in the ability of a manager to use available and attracted resources to achieve goals and objectives. This refers to minimising costs and maximising profits. The researchers are convinced that profit is often an indirect result; the difficulty lies in the allocation of management costs, which cannot always be reliably estimated. N. Parkhomenko (2020) identified external and internal competitive advantages of an educational institution, compared the principal international ratings, noting their impact on competitiveness. The result of this increase is the university's recognition in the global educational and academic space. The number of international partners and financial revenues from participation in international projects are increasing, and priority research areas are developing. The brand of the educational institution becomes recognisable, and its reputation improves.

M. Poplavskyi (2021) comprehensively analysed the methodology of ranking the leading international and European university rankings. Only continuous improvement of international systems of monitoring and evaluation of the quality of education, as well as research, can support the national education system at the global level. The researcher addressed the fact that rankings are a powerful argument when attracting foreign students, who perceive reputation and rank as key determinants when choosing an educational institution or country for study. V. Semendiak (2022) noted that science itself is less relevant for the practical work of managers at the present stage. They should consider not only Taylor's teachings, but also the "pyramid of management" using cybernetics and modelling with increasing complexity. And the special learning processes in higher education institutions make self-organisation possible with increased labour efficiency. Such work is characterised by originality and change to increase management efficiency. N. Stepanenko & O. Kurilets (2023) focused on the primary tasks facing the state in the post-war period. One of them is the restoration of the social sphere. This task ensures the social rights and freedoms of citizens and includes measures such as the restoration of education. This refers to preserving law and order, guaranteeing their protection, regardless of social status and place of residence. M. Zayets *et al.* (2024) focused on competitiveness and competence in terms of activity, adaptability of the organisation, changing environmental conditions, prompt adoption of relevant management decisions by the subject. Improving the efficiency of management systems is a complex task. Analysis of scientific literature provided an understanding of the advances in the field of CP development, of which emotional intelligence (EI) is a component, SP is a relationship between abilities and leadership, and the development of new experience in wartime and post-war conditions. The review of these studies suggested that the problem of EI development and the effectiveness of its use is still understudied, and that certain aspects of EI as an effective resource for success require more detailed research.

The purpose of this study was to substantiate the essence of the concept of manager-scientist, which covers the SP and mechanism of professional development of a manager; to identify challenges in the educational process during wartime and post-war; and to determine the possibilities of their solution to ensure the implementation of long-term strategies and the image of an educational institution. Accordingly, the key tasks were defined as follows: to analyse the theoretical foundations of managing the development of CP and SP; to summarise the practices of managing this development for world and national management practice; to identify the features of scientific competence and self-regulation.

MATERIALS AND METHODS

Thus, the analysis of scientific and methodological literature, as well as online resources related to the subject under study, involved a conceptual examination: tracking and discussing the topic and practices related to managing the development of the CP of Ukrainian language and literature teachers within the context of non-formal education. The study explored the concept of the manager-scientist and its theoretical foundations. The following studies were analysed: O. Bilyakovska & D. Hertsiuk (2025), Z. Ryabova (2019), T. Koroid (2024), L.V. Poleshchuk (2024), etc., as these researchers examined the issues of creativity, conceptualisation of this phenomenon (CP), and its functions; development of managerial and leadership qualities in education managers; the essence of the theory of innovative competition; use of modelling technologies; and issues of managing the development of teachers' CP.

The selection of these studies was based on their academic credibility, their alignment with the thematic scope of the study, and their ability to illuminate the complex

interconnections between leadership, creativity, and organisational competitiveness in education. By synthesising these perspectives, the study sought to build a multi-layered understanding of the manager-scientist concept that reflects both global trends and the specific challenges faced by Ukrainian educational institutions. This method was aimed at reflecting the nature and capacity for the development of an individual's CP and its management. In applying this method, the study followed a structured sequence: identification of core conceptual categories; systematic review of relevant literature; classification of theoretical approaches; comparison of differing viewpoints; and integration of these insights into an original conceptual model. Such an approach ensures that the analysis is both comprehensive and coherent, enabling the identification of key factors that influence the development of CP and SP in educational leaders.

Comparison of the world practices with the state of Ukrainian education encourages rethinking the future vision of improving the quality of education. This comparative process did not aim to establish direct causal relationships but rather to highlight transferable principles and adoptable strategies. The emphasis was placed on identifying patterns of best practices that could be contextualised for Ukraine's wartime and post-war realities, recognising that direct transfer of foreign models is rarely effective without adaptation. At the same time, the study took a reflexive stance, critically analysing the applicability of external experience in the light of internal socio-cultural and institutional conditions. Both the quality of management of the development of CP and SP and the development of Ukraine's future depends on the interest in the quality of the educational institution's products. Consequently, the methodology incorporated elements of systemic thinking, enabling the analysis of the educational management process as an interconnected whole. This enabled the examination of how leadership styles, institutional structures, and external pressures interact to shape the capacity for innovation and sustainable development in the education sector. By maintaining a purely theoretical focus, the study ensured that its conclusions rested on a solid conceptual foundation, thereby enhancing their potential relevance for policy-making, academic discourse, and practical application in educational leadership training.

RESULTS AND DISCUSSION

The martial law in Ukraine has proved the relevance of systematic improvement of the manager-scientist, as well as their self-affirmation and self-fulfilment. The question of international recognition of SP is being raised. The indicators of its effectiveness are the productivity of the professional activity of a manager-scientist, which makes a significant contribution to the development of the CP of the individual. Notably, the term "manager-scientist" is not yet widely used in the terminology of many sciences. A manager-scientist is an inspirer and teacher of teachers, an educator, and an expert in at least one field of science, who is expedient, conscious, has innovative thinking and fresh ideas. The term "manager-scientist" reflects the level of competence, the ability to correlate strategic and tactical goals in the management of an educational institution, on the one hand, and, on the other hand, the ability to take responsibility for the degree of development and successful functioning of a team of collaborators. That is why such a manager is a creative person who can generate innovative ideas and take effective actions. Increasing the requirements for managers in modern conditions is a key vector of research and teaching potential (RTP) management, as one of its components is the EI.

The individual's ambition and motivation realise their own CP, while understanding and self-fulfilment awaken desire and encouragement, and lead to freedom of choice and competence. Accordingly, they determine the effectiveness of the subject's CP development in the context of high-quality management of this development, the key factor of which is competitiveness. S.V. Zinchenko (2015) believed that self-development contributes to the emergence of a person's need for education. Self-development is a conscious self-regulatory process of personality development, manifested in the desire to take responsibility for successful deeds, actions, in the fulfilment of potential opportunities and abilities, and in the improvement of personal qualities. M.E. Porter (1990) noted that in the modern market, success and leadership are variables, the maintenance of which directly depends on the development model recognised by the company. In this case, the dynamism of the market will dictate the need for continuous qualitative development, which stimulates the development and implementation of innovative approaches to business. Therefore, the quality of management depends on the professional self-improvement of the manager-scientist, constant desire to be aware of both the creation of innovative approaches to the organisation of the educational process and the impact of international rankings on the parameters of the activities of educational institutions and their image (Table 1).

Table 1. World University Rankings as a means of building reputation

The state of national education and world rankings	
2024	2015
Ukraine/ Taras Shevchenko National University of Kyiv (ARWU) The top positions in the ARWU ranking are occupied by universities in the USA and the UK.	Ukraine – 38th The top positions in the OECD ranking were taken by Asian countries: Singapore, Hong Kong, South Korea, Japan (jointly), Taiwan (jointly), Finland (BBC Ukraine, 2015).

Table 1. Continued

The state of national education and world rankings	
Quote	
"Highly performing countries have high expectations for all students; a strong focus on having good teachers; investment of money and resources in school development and student learning; and building of long-term strategies" (Ukrainska Pravda, 2016).	"Eric Hanushek from Stanford University and Luger Wessmann from the University of Munich are convinced that bad education policy and bad education lead to many countries being in a permanent state of economic recession" (BBC Ukraine, 2015).
Results of the international study of the quality of education PISA	
"The PISA-2025 study is science, and the innovation area is teaching in the digital world" (Educational Research Institute, n.d.).	"PISA 2022 results highlight the advantage of students from socio-economically advantaged backgrounds over their peers in creative thinking" (PISA in Focus, 2024).
Quote	
"Ukraine is the only country that has conducted research in the context of war. Participation in the study facilitates the monitoring of trends in students' knowledge and skills." (Ministry of Education and Science, 2023).	"As for Ukraine, the results of PISA 2022 were lower than the results of the previous cycle, which was influenced by a combination of factors related to the pandemic and the full-scale invasion" (Ministry of Education and Science, 2023).

Source: compiled by the author of this study

The Academic Ranking of World Universities (ARWU) was first published in June 2003 by the Centre for World Class Universities (CWCU), Graduate School of Education (formerly the Institute of Higher Education), Shanghai Jiao Tong University, China, and is updated annually (Shanghai Ranking's, 2024). American and British universities are among the leaders in 2024: Massachusetts Institute of Technology, Stanford, Harvard, Oxford, Cambridge, the University of California at Berkeley, and California Institute of Technology. Ukraine (Taras Shevchenko National University of Kyiv) is also represented among the best institutions in Europe and the world. Therefore, in the context of rapid changes in understanding the fact of world university rankings, it is necessary to understand the risk-benefit ratio and to be aware of the phenomenon itself. When examining international practices and implementing their experience, it is necessary to constantly monitor and compare them to reduce deviations.

Therefore, the crucial thing for the state is the development of human capital and its effective management. Effective quality management, its development, analysis, control, correction, and improvement lead to the competitiveness and image of an educational institution, and a productive learning environment leads to the satisfaction of each individual's needs. The present study coincided with the views of O. Bilyakovska & D. Hertsiuk (2025), who highlighted the problem of ensuring the quality of professional training of future specialists in the field of education based on a systematic approach. Current development trends oblige higher education institutions (HEIs) to be guarantors of their intellectual culture, professionalism, and competence. M. Kichurchak (2024) also focused on studying the experience of highly developed countries in managing human capital development, noting that European experience should only be considered based on the adaptation to the realities of the country's socio-economic development. To achieve an effective human capital development, management should focus on the professional and cultural components responsible for education, skills, type of thinking, moral and spiritual values, level of culture, etc. Z. Ryabova (2019) addressed the structure of the educational institution as project-oriented with defined deadlines, resources, and quality standards, and the use of knowledge management technology in management activities. Therefore, the quality of management depends on the creation of a competitive environment, image, setting specific goals, motivation, continuous control, innovative technologies, and the implementation of models for managing the development of an individual's teaching potential (TP).

The key factor in the professionalism of a manager-scientist is the art of managing through trial and error, establishing communication links, efficiency, and awareness of success. In the context of managerial competence, it is imperative to understand the manager's personal development and evolution. Ensuring the quality of competitive relations and predictability of competition creates the potential for motivating the competitive environment. Therefore, only a manager-scientist is capable of creative activity and productivity through the rational methods of task implementation. Culture, competence, and the greatest degree of professionalism meet the requirements of society. Therefore, in modern conditions, it is necessary to emphasise the awareness of the management personnel of their mission, because the basis of management is the individual's RTP, support, growth, and experience. The skilful modelling of a development strategy constitutes a process of creating a general action plan, and the implementation of a development strategy for both the GSEI and the individual. This process involves a deep and systematic analysis and search for directions and ways by a manager-scientist. Consequently, leadership and competence necessitate a management culture and awareness, understanding and ability to achieve goals.

The impetus for reflection was an attempt to investigate the competitive selection of heads of secondary schools in Kyiv for 2018-2021 by the Department of Education and Science, which took place before the active phase of the Russian-Ukrainian war. An analysis of the results of the competitive selection process revealed that the current head of the educational institution or their deputy was the main applicant. T. Koroid (2024) emphasised that the involvement of representatives of civil society organisations and the initiation of legislative changes in the work of the competition commission are prerequisites for observing any changes and the transformation of education. It is imperative that a more transparent system of evaluation is implemented for this competition, considering its profound implications for society. The contemporary manager-scientist is a professional who, driven by a profound desire for knowledge, consciously employs scientific insights in their practice, seamlessly integrating the fruits of scientific progress into their work. The primary focus of this activity is the application of knowledge, the cultivation of awareness regarding interrelationships, norms, and values, and the recognition of personal responsibility. Such a manager is responsible for the establishment and enrichment of results, the creation and procurement of results, interaction and development, and the enhancement of the professionalism of all members of the school team by creating competitive relations in a competitive environment (author's definition). The scientific and professional competence of the administration of general secondary education institutions is ensured by personal self-awareness and self-development, the effectiveness of management decisions, and the professional implementation of management activities (Fig. 1).

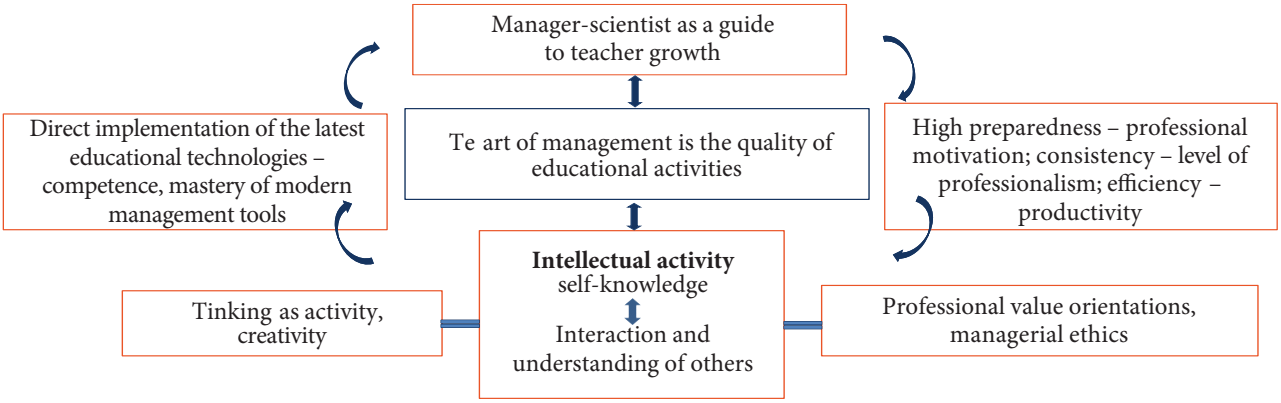

Figure 1. Managerial professionalism – teacher competitiveness
Source: developed by the author of this study

Therefore, the competitive environment is characterised by the development of a competitive strategy, the understanding of its universality, the possibility of its application, its innovative development and its influence on the market situation. K. Konaszewski *et al.* (2025) were convinced that educational sustainability can be analysed in the context of the educational environment of a school, with special attention to the teachers who work there. In terms of "competitive relations", A. Golota (2013) noted that competitive relations can develop only under conditions of intense competition. Competitive relations imply a broad rivalry. In this case, the competitive environment motivates the subject to develop competitive relations; their constant reflection leads to gaining competitive advantages. Competition and quality are interdependent. In this context, quality is understood as a set of characteristics of a process, while the quality of management is viewed as the teacher's competitiveness. T. Koroid (2024) examined pedagogical qualimetry, noting that quality management aims at a purposeful process and influence, focused on productivity and achievement. Enhancing the quality, knowledge, skills, and experience of a manager-scientist is essential, as it should be possible to describe quality quantitatively. T.M. Pashchenko (2022) explored the role of the qualimetric approach in assessing the quality of specialist training. The researcher noted that pedagogical qualimetry emerged as a means of enhancing the quality of education through the application of innovative technologies in the assessment and evaluation activities of educational institutions, aimed at fostering a culture of quality among all participants in the educational process. Therefore, quality management implies quality development.

Competition stimulates rationality, while creativity encourages an individual to produce fresh ideas, innovations, and creative activities. A creative personality has a prominent level of motivation, which is an indicator of success and victory in competition. It is well known that competition is ubiquitous. The coexistence and interaction of cooperation and competition, individual efforts and personal interest can be observed in the studies of many contemporary researchers. N. Parkhomenko (2020) identified the external and internal competitive advantages of an educational institution, stating that for effective management it is necessary to understand the key indicators and motivate teachers to achieve meaningful results. It is the level of competitiveness that determines changes and transformations in professional development, the transition to a new, greater level of professionalism. Emotional

competence as a set of knowledge, skills, and abilities determines the development of CP for effective quality management through competence and experience. Thus, the mentor's awareness and understanding of the mentee generates support, development, and self-confidence. Inner strength and focus on results lead to the ability to critically rethink one's personal experience, encouraging self-mentoring. L. Kharchenko (2013) noted that self-learning helps to reveal initiative for personal growth. Self-learning, arising from independence as a personal quality and representing its greatest level in educational and cognitive activities, is one of the key parameters of the desire to develop one's creativity. It is at the stage of professional and pedagogical communication based on democratic partnership that the connection between the level of security and the manifestation of initiative and creativity, its correlation with the level of intelligence, becomes evident. This refers to cognitive processes: from the acceptance of information to problem solving. Notably, according to associative theory, it is a consistent and motivated transformation of the quest in general, while according to acmeological research, it is an acmeological constant of professionalism in the greatest CP. Professional competence is an indicator of an individual's productivity through awareness of personal responsibility for success and self-fulfilment. T. Shcherban *et al.* (2022) argued that in the AI era, the motivational element is the central driver of activity determining readiness for self-education, flexibility, responsibility, leadership of innovative thinking. Therefore, by improving the motivational mechanism through the introduction of new management approaches, considering global trends in the management of an individual's RTP, the manager encourages the team of collaborators to develop productively and professionally and succeed (Table 2).

Table 2. Performance as a professional activity of a research manager

Activities	Result
1. Development of methodological materials through high-quality planning, competence-based approach, high organisation (textbook, programmes, lecture texts, methodological recommendations, etc.)	1. Organisation of the process of methodological materials and responsibility for the result
2. Planning ways to organise goals	2. Competence in choosing the means of their implementation (professionalism, pedagogical tools, teaching methods)
3. Teaching pupils/students using advanced educational technologies that develop an active approach to learning, value orientations, and target settings for the expected outcome	3. Effectiveness of the introduction of innovative teaching technologies; quality training, formation of a competitive individual
4. Use of an innovative and promising method of "case technology" in the training of pupils/students, including the method of situational analysis, game design, incident method, discussion method, etc.	4. Improvement of the level of training of pupils/students, development of rational and critical thinking, ability to implement effective management decisions
5. Monitoring and diagnosing performance	5. Positive developments in education and practical training
6. Scientometrics as a research area on cognitive communication in science (frequency of citations of scientific papers, their authors)	6. Evaluation of research performance
7. Use of information resources of international publications; participation in international and national conferences, methodological seminars and workshops, trainings, master classes, debates, etc.	7. Increased integration into the global scientific community
8. Organising a scientific school, creative studio, etc.	8. Increased competitiveness
9. Active participation in the educational and methodological work of the departments of the educational institution	9. Improving teaching skills and methodological support

Source: compiled by the author of this study

However, emotional demands, needs and requests in extreme conditions have been shown to lead to burnout syndrome. There are several types of burnouts, but the focus here is on the emotional aspect of burnout in individuals associated with professional characteristics. S.O. Mashchak & A.I. Oliinyk (2024) noted that this syndrome arises as a result of confrontation with reality, when the employee's ability to help is limited. This can lead to a loss of faith in the effectiveness and meaning of one's work. Consequently, the question arises as to how to maintain one's initial position and avoid a stressful reaction during professional activity. It is imperative to establish clear definitions for the terms "management" and "manager". According to the A.I. Solovyov (2019), "management" is a concept used to describe management processes, while the term "manager" is a person who has authority and makes decisions within their limits on certain types of organisational. Thus, it all depends on the manager's powers and decisions. The quality of management and its results depend on the effectiveness of decision-making and the efficiency of implementation of management decisions. Therefore, a competent manager should factor in that each result carries both an uplifting and a psychological imprint. When developing and shaping a personality, a manager must know the level of TP so as not to lead to professional burnout. O. Yakymchuk (2021) considered the concept of countertransference, when the

inability to reflect on time and emotionally express such reactions increases the risk of overstrain, which leads to the development of professional burnout syndrome.

It should be remembered that the competitiveness of an educational institution is evident when a thinking manager has created an effective internal environment that is promising for all participants in the educational process. By implementing modern management models, using a set of guidelines, developing qualimetric tools, a manager-scientist aims to develop an individual's ability to compete. It is through the scientific organisation of work, strengthening of control, concentration of forces, application of administration and management methods based on a specific goal that such goal is achieved. F. Taylor defined the principles of management science as a scientific approach to mastering the task and developing methods; stimulation of task performance and introduction of contact with employees and their careful selection, etc. (Matsui, 2022). It is the quality of employees and the development of their TP that demonstrates the team's readiness for professional self-realisation and competitiveness. Therefore, increasing the level of TP, of which EI is a component, implies the quality of interpersonal relationships and the success of a professional career. EI improves the quality of social interaction, increases the scope of socialisation, and makes people aware of the need to resist mobbing and harassment in their professional activities. It is the emotional abilities of an individual that form an integral part of leadership. Thus, intellectual stimulation and strategic vision, motivation, culture of speech and thinking, stimulation of experience, and inspiration are indicators of the creative/high level of RTP of a manager-scientist and effective quality management (Fig. 2).

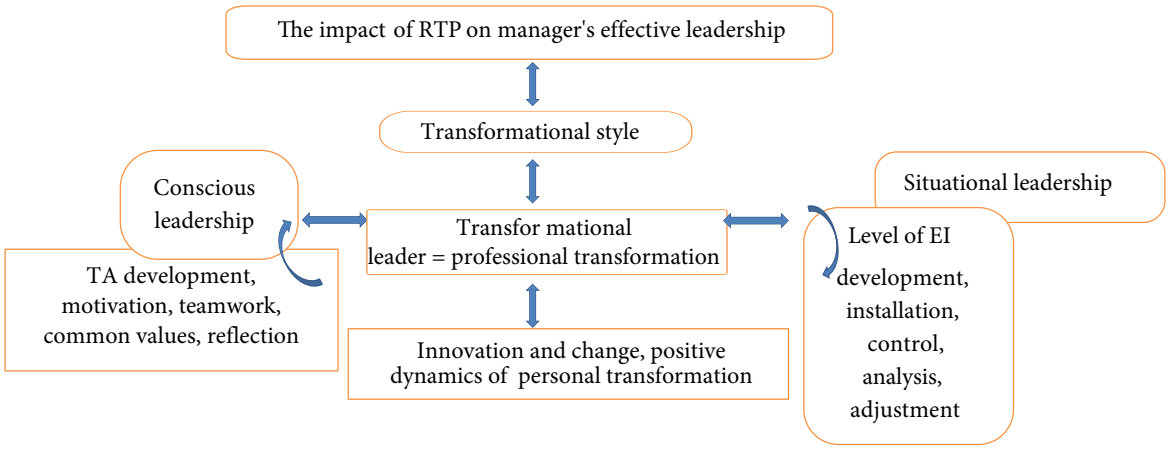

Figure 2. Linking EI to the transformational leadership style of a research manager
Source: developed by the author of this study

It is worth noting the opinion of J. Mayer *et al.* (1990) regarding EI, who considered it as a substructure of social intelligence, capable of observing and using information to manage thinking and actions. One of the components of EI is precisely the ability to identify and align the emotional qualities of objects in the surrounding environment. C. Vestena *et al.* (2020) argued that intelligence can influence creative abilities. Emotions also affect life-creative capacities, as giftedness does not pertain solely to rational aspects. Therefore, to develop CP, one must invest in its growth in much the same way as training muscles. Creativity is a key aspect for gifted children. Admittedly, creativity is a prominent aspect of education for the gifted, as it enables them to systematically enhance their potential, generate innovative ideas, and find effective management solutions. L. Radionova & N. Kozyreva (2024) were convinced that understanding CP as a creative resource becomes a reality without which it is impossible to achieve success in the development of the city, society, and the individual. N. Foster & A. Schleicher (2022) presented arguments in favour of creative thinking. They considered it to be an essential competence for development, adaptation, and the formation of competent and flexible personnel. Creative self-expression consists of two non-verbal forms: engagement and imagination. Therefore, it is necessary to develop creative thinking in all students, as the product of creativity reflects indicators of their cognitive abilities, productivity, and success. For S. Lin (2021), creativity is a key factor in effective governance and economic development. Moreover, in May 2018, the Council of the EU adopted recommendations as a reference tool in the field of education concerning key competences for lifelong learning, identifying the key competences necessary for self-fulfilment, active citizenship, social inclusion, etc. This document provides essential and practical guidance for the development and fulfilment of personal potential by ensuring the quality of education and supporting teaching staff (European Commission, 2019).

Therefore, the general features of joint creative and scientific activities also include self-awareness, acceptance of partnership, and vertical interaction. Thus, the quality of the conditions created by one person gives rise to the creative drive of another. It is precisely the contribution of transversal competences to a specialist's development and

competitiveness (Langa, 2015) that constitutes their creative self-fulfilment. Within the framework of transversal competences, the teacher plays a dual role, assessing others and engaging in self-assessment. Collaboration and teamwork lead to a heightened awareness of role, which lies in promoting the necessity of lifelong learning. This is consistent with the conclusions of N. Bidyuk (2025) regarding support for leaders and management teams in America. According to comparative analysis, a comprehensive approach to leadership development in the United State academic environment is based on the integration of educational and management strategies, an emphasis on personalising the learning experience, interdisciplinarity, and adaptability to change. Young leaders master modern approaches to management, develop flexible thinking, strategic vision, and the ability to act effectively in conditions of uncertainty. R. Liman (2025) reached the same conclusion, focusing on the professionalisation of military leadership and maximising human potential in the interests of successful operations. Proposed achieving this goal by developing leadership as an organisational capability, supporting the development of strategic thinking, introducing critical analysis of leadership approaches to decision-making, and ensuring the scientific validity of research through the activities of the CAL Research Institute.

It is necessary to note initiative as the highest form of activity, independence, and determination to achieve goals. Activity implies an active life position, creativity, responsibility, and exacting standards for oneself and all team members. Thus, there is a correlation between the level of an individual's self-responsibility and initiative with the level of reflective and transformative processes, awareness, and creative activity, all of which are crucial for their self-fulfilment. Therefore, self-consciousness serves as a manifestation of the purposefulness and significance of the inner "self" of the individual. L.V. Poleshchuk (2024) is convinced that the concept of the "higher self" by R. Assagioli and P. Ferucci in the context of personality psychology and management practices can be an indispensable resource for improving efficiency and quality of life. Its application can contribute to self-regulation, motivation, and achievement of personal goals. The researcher believed that self-understanding and focus on one's inner world contribute to a better understanding of others and to personal adaptation. As for adaptability, it is most influenced by emotional comfort and least by self-esteem. That is why a team of like-minded people has interchangeability skills and is characterised by reliability, coherence, and satisfaction from cooperation. The manager's scholarship becomes evident as a certain status: modern prospects and challenges, the level of responsibility for the effectiveness of management decisions and the efficiency of their adoption determines the unity of strategic management. Such a manager-leader knows enough approaches to the use of competitive strategies and is the legislator of the marketing educational association. This refers to the presence of reciprocity, when the effectiveness of the teacher/lecturer is a component of quality education, and strategic marketing is a component of marketing management. From motivation to professional growth and competence, as it is the basis for self-development and self-education.

This also correlates with the findings of Y. Bahno & O. Serhiichuk (2023), who highlighted the necessity of shaping a modern type of educational institution leader. It concerns a new way of thinking, a readiness for continuous renewal and self-development, and the adoption of innovative management technologies. Only such a leader-manager can guide others, implementing transformations across all elements and subsystems of the organisation. This style of management plays a major part in improving the quality of institutional performance. A particularly significant factor is the scientific development of a professional and qualification profile of the leader by identifying their key professional and qualification attributes. The researchers emphasised that a scientifically grounded professional profile of a school principal is a benchmark model, a starting point for analysing the professionalism of their activity. That is why the study of administration as a science, the scientific nature of the management process is a priority today.

CONCLUSIONS

The martial law in Ukraine changes the views, habits, awareness, and the individual per se. Therefore, the development of professional competences ensures the implementation of motivational, communicative, control, and evaluation functions in their management activities. A modern manager understands the value of teacher growth and support. This requires consistency, implementation of models of teacher CP development, and management of this development, which involve the creation of a suitable mechanism for managing, incentivising, solving problems, and achieving goals. Performance management of both a teacher/lecturer and an educational institution is the effective implementation of operational actions by a manager-scientist. The use of models and driving mechanisms of managerial analysis of the activities of an educational institution in wartime and post-war conditions leads to the achievement of positive results and performance management. Control, motivation, coordination ensures the growth of an individual and the level of development of SP. The concept of "quality of management" is identical to the concept of "quality of education", and the introduction of a model for managing the development of the CP of teachers of Ukrainian language and literature in non-formal education in general education institutions provides an opportunity for all members of the educational process to change dramatically throughout their personal careers.

Therefore, a competitive environment can be created only by a manager-scientist through competition. The strategic idea of such a manager includes an individual's view of the prospects for improving the level of RTP and professional growth, ways of supporting it through analysis, forecasting, modelling, systemic thinking, control, and

reflection. It is the methods of scientific management and approaches, directions of adaptation to the conditions of the competitive environment that demonstrate the ability to form, develop, and support a personality, ensuring its self-awareness and self-fulfilment. It is the competence, science, and competitiveness of the manager themselves, the study of management as a science that establishes the long-term ability of the subject to compete and the ability to compete and be ranked at the local and global levels. The transformation of education requires not only the dynamics of individual transformation, but also the transformation of the management apparatus. A modern manager-scientist understands the significance of scientifically based work with the school team, their professional growth, and improving the image of the educational institution. Therefore, the definition of the concept of "manager-scientist" was proposed, mechanisms for overcoming professional burnout in crisis situations were analysed, and the relationship between the level of security and the initiative and creativity of the individual, ability to self-motivate and self-educate were examined.

It is the professional competence of the academic leader that serves as a comprehensive indicator reflecting the quality of management, productivity, and result-oriented performance. The qualimetric approach, the effectiveness of managerial decisions, and the improvement of decision-making mechanisms ensure the modernisation of the educational process, enhance the level of CP and EI, and foster the development of competences, self-organisation, and self-determination skills, thereby achieving self-educational goals. A modern manager positions themselves as a creative and imaginative individual with divergent thinking, intellectually capable of generating ideas, motivating learning, stimulating creativity, and fostering a desire for self-education. The academic leader creates a supportive environment and favourable conditions, experiments, and encourages their team to take initiative and not fear making mistakes. They inspire others, stay at the vanguard, respond to unforeseen changes, and serve as the primary driver of development processes and a valuable source of profitable ideas. The prospects for further research are the study and testing of educational technologies to increase the level of RTP of an individual, SP and the detailed development of technology for marketing support of the effective operation of an educational institution.

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Розвиток наукового потенціалу керівника закладу освіти в умовах воєнного й повоєнного стану

Анотація. Значимість досліджуваного предмета обумовлена необхідністю вирішення суперечностей між сучасними вимогами до управлінського персоналу та прагненням до подальшого самовдосконалення; соціальним порядком та можливостями ефективного управління якістю; репродуктивним та продуктивним характером професійних функцій, попереднім досвідом та останніми досягненнями. Метою даного дослідження було висвітлення механізму професійного розвитку менеджера, виявлення основних тенденцій, проблем управління навчальним закладом, викликів та визначення можливостей їх вирішення. Для цього було використано комплекс теоретичних методів, включаючи класифікацію, узагальнення, порівняльний аналіз та аналіз літератури. Дослідження показало, що проблема професіоналізму та якості управління є актуальною в умовах воєнного стану та післявоєнної ситуації. Дослідження також виявило, що успіх навчальних закладів у контексті міжнародних рейтингів залежить від професійного самовдосконалення менеджера-науковця, що характеризується постійним прагненням бути в курсі як створення інноваційних підходів до організації навчального процесу, так і впливу міжнародних рейтингів на параметри діяльності навчальних закладів та їх імідж. У результатах представлені найавторитетніші рейтинги світу (Массачусетський технологічний інститут, Стенфордський і Гарвардський університети, Оксфордський і Кембриджський університети, Каліфорнійський університет у Берклі та Каліфорнійський технологічний інститут) та України (Київський національний університет імені Тараса Шевченка). Обґрунтовано доцільність вивчення адміністрації як науки та науковий характер процесу управління. Дослідження довело, що здатність до управління є необхідною умовою для набуття відповідних навичок, знань та умінь для трансформації конкурентних відносин. Розглянуті аспекти свідчать про те, що конкуренція стимулює раціональність, а креативність спонукає особистість до нових ідей, інновацій та творчої діяльності

Ключові слова: професійна компетентність; управління; передбачуваність; конкуренція; креативний потенціал; кваліметричний підхід; університетські рейтинги