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**Studying in a time of crisis. Acculturation and adaptation of Ukrainian students at Kraków universities in the context of the COVID-19 pandemic and Russia's aggression against Ukraine.**

The issue of adaptation and acculturation of international students has long been of interest to various social science disciplines. Students of Ukrainian origin studying at Krakow universities over the past three years have had to deal with the COVID-19 pandemic and the subsequent radical escalation of the armed conflict triggered by Russian aggression against Ukraine. These events are not without impact on their acculturation and adaptation processes and the issue of the relationship between these processes, crisis situations and the institutional response of universities to such situations is not yet explored in depth. Therefore, the main objective of this dissertation is to deepen our understanding of the processes of acculturation and adaptation of Ukrainian students at Cracow universities in a situation of crisis.

The theoretical basis of the study, the results of which I describe in this thesis, is the concept of psychological and socio-cultural adaptation and the author's modification of the Relative Acculturation Extended Model. Individual and group interviews were conducted as part of the research. Individual interviews with administrative and didactic staff of Kraków's higher education institutions made it possible to reconstruct the perspective of the institution and its activities. Group interviews with students of Ukrainian origin made it possible to learn about their experiences of studying in Poland. Group interviews with male and female students of Polish origin provided information on the perspective of the host society.

The method of template analysis was used to analyse the data. The data was analysed for three periods - prior to the outbreak of the COVID-19 pandemic, the COVID-19 pandemic and the period of Russian aggression against Ukraine after 24 February 2022.

The result of the analysis is a model representation of the acculturation orientations implemented and desired by students and their adaptation processes, together with an identification of the impact that particular crisis situations have had on them. Five thematic areas analysed for each of the three periods were identified: (1) finance and social security, (2) social relations, (3) learning, (4) interactions, and (5) discrimination, as well as two thematic areas specific to the period before the crises (the theme of arrival in Poland) and the period of the crises (the emotions accompanying these experiences). Recommendations for the universities in this regard are indicated and good practices are highlighted.