

THE ROLE OF HIGHER EDUCATION IN THE FORMATION OF HUMANITARIAN SECURITY OF THE STATE

*O PAPEL DO ENSINO SUPERIOR NA FORMAÇÃO DA SEGURANÇA
HUMANITÁRIA DO ESTADO*

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ABSTRACT

The purpose of the article is to find changes in the value sphere of higher education seekers as a component of the humanitarian security of the state. Dialogue and "Value Orientations" methods were used in the study. As the result of the analysis of received data, the research hypothesis on changes in the structure of values of students during education in a higher educational institution as a reflection of the humanitarian security of the society was confirmed. Structural changes in terminal and instrumental values indicate the loss of individuals and an increase in conformism during education in higher educational institutions. The prevalence of values of freedom, health, and active life in the psychological hierarchy of first-year students indicates positive manifestations of humanitarian security. Students were found to become more oriented to future professions and material well-being while studying in higher education institutions. The negative tendencies of the value sphere of students are the low significance of empathy, honesty, broad-mindedness, discipline, creativity, and concern for the welfare of the social environment. The destabilisation of humanitarian security in the system of higher education manifests through the reduction of possibilities of personal development of education seekers. In general, it is possible to recognize the influence of higher education on humanitarian security by ensuring economic stability and personality development. The significance of the obtained results lies in their use for optimising educational work in the higher education system. Perspectives of future scientific research lie in the conduction of longitudinal studies of the value sphere of students as a reflection of the transformation of humanitarian security of society.

Keywords: hierarchy of values, higher education, humanitarian security, students, values.

RESUMO

O objetivo do artigo é encontrar mudanças na esfera de valores dos candidatos ao ensino superior como componente da segurança humanitária do Estado. Métodos de diálogo e "Orientações de Valores" foram utilizados no estudo. Como resultado da análise dos dados recebidos, confirmou-se a hipótese de investigação sobre as mudanças na estrutura de valores dos alunos durante a educação numa instituição de ensino superior como reflexo da segurança humanitária da sociedade. Mudanças estruturais nos valores terminais e instrumentais indicam a perda de indivíduos e o aumento do conformismo durante a educação nas instituições de ensino superior. A prevalência dos valores de liberdade, saúde e vida ativa na hierarquia psicológica dos alunos do primeiro ano indica manifestações positivas de segurança humanitária. Descobriu-se que os alunos se tornaram mais orientados para futuras profissões e bem-estar material enquanto estudavam em instituições de ensino superior. As tendências negativas da esfera de valores dos alunos são a baixa importância da empatia, da honestidade, da abertura de espírito, da disciplina, da criatividade e da preocupação com o bem-estar do ambiente social. A desestabilização da segurança humanitária no sistema de ensino superior manifesta-se através da redução das possibilidades de desenvolvimento pessoal dos candidatos à educação. Em geral, é possível reconhecer a influência do ensino superior na segurança humanitária, garantindo a estabilidade econômica e o desenvolvimento da personalidade. A importância dos resultados obtidos reside na sua utilização para a otimização do trabalho educativo no sistema de ensino superior. As perspectivas de futuras pesquisas científicas residem na realização de estudos longitudinais da esfera de valores dos estudantes como reflexo da transformação da segurança humanitária da sociedade.

Palavras-chave: hierarquia de valores, ensino superior, segurança humanitária, estudantes, valores.

Introduction

The ruination of ethical norms and existential problems of modernity lead to negative changes in reality perception, which is directly related to crisis manifestations (Horban & Martych, 2023). The complex nature of global ecological and humanitarian crises stimulates a significant rise in the public and scientists' attention to the issues of humanitarian security (Martin & Owen, 2014). In modern conditions, it is important not to contrast humanitarian security and national security of the state, but consider these phenomena as function elements of the single system (Anggayudha & Rafsanjani, 2023). Orientation toward humanitarian security should be fundamental in solving emergencies, arising in the state, in particular, in the sphere of health protection (Hartati, 2020). Such an approach is relevant in relation to the realisation of the conception of sustainable development (Zeigermann, 2020). The significance of humanitarian policy as a component of national security intensifies under conditions of military aggression (Prysiashniuk, 2023). Regardless of the social relevance of the concept, its problematic aspect is the absence of a clear theoretical definition (Newman, 2022). Therefore, scientific analysis of the conception of humanitarian security within certain social conditions is important. It is necessary to remember that the issue of national education cannot be considered outside the educational sphere (Panfilov, & Savchenko, 2021). Optimal organisation of the educational process ensures effective management of poverty, the spread of diseases, and military threats (Al-Rodhan, 2007). Perspectives include the formation of humanitarian security elements within the context of teaching disciplines in higher education institutions (Allison, 2017). The problem of modern higher education lies in orientation exclusively to the labour market, while attention to personality development is decreased (Kromydas, 2017). Herewith, the insignificant number of empirical studies in the mentioned sphere was fixed. Such ideas stipulate the relevance of studying the role of higher education in humanitarian security formation.

The purpose of the article is to find changes in the value sphere of higher education seekers as a component of the humanitarian security of the state.

The tasks of the study are:

- 1) to analyse theoretical sources on the issue of humanitarian security within the context of the functioning of the system of education;
- 2) to empirically determine parameters of the value sphere of students as a component of humanitarian security;
- 3) to compare the structure of the value sphere of students at different stages of education in the system of higher education.

Literature review

Humanitarian security is a scientific and social notion, which appeared in the middle of the last century and reflected focusing on human needs and rights (Kaldor, 2007). The important features of this phenomenon include such components as complex satisfaction of needs and absence of fear (Reinsberg et al., 2024; Hanlon & Christie, 2016) and the possibility of full human development (Stern & Öjendal, 2010). Systematic analysis of theoretical sources and information from different social institutions enables outlining the following indicators of humanitarian security: absence of need, freedom from fear, ability to obtain education, adequate nutrition, access to drinking water, life expectancy, infant mortality rate, number of homicides, political terror, military conflict, gender equality (Reinsberg et al., 2024). Humanitarian security is tightly connected with ensuring key human rights and freedoms through high-quality provision of educational, cultural, medical, and information services (Bayuk, 2018), personal value system (Medved et al., 2017), and the management and distribution of intellectual resources of the community (Svistunov et al., 2019). Herewith, the main factors of its formation are education (upbringing), information environment, entertainment, religion, and ethical relations (Stepanko, 2012). Considering the purpose and tasks of our study, it is appropriate to consider the issue of humanitarian security within the context of higher education.

Modern higher education performs the following functions: support for various professional sectors, rationalisation, and globalisation of society, environmental and legal protection, and optimisation of the national economy (Schofer et al., 2021). Higher education ensures the formation and stabilisation of humanitarian security by ensuring a multicultural inclusive environment, functioning on the basis of principles of social activity and unity (Coetzer et al., 2023). Ensuring the accumulation of spiritual resources of the personalities, higher education institutions lay the basis for optimal economic and social development (Saqib & Toheedmal, 2023). Decentralisation of political influence, in particular, in the sphere of education (Khoo, 2023) and education transformation within the conception of stable development (Zinchenko, 2020) play a significant role in the efficiency of this process. It is necessary to understand that European students see higher education not only as a tool for economic enrichment but also as a way of personal development (Brooks et al., 2021). The competitiveness of higher educational institutions is a factor and indicator of stable economic development and the formation of qualitative human capital (Levchenko et al., 2017). Higher education institutions are emphasised to have to focus not only on professionally important competencies but also on extending social functions (Pouratashi, 2019; Tight, 2023). Herewith, it is necessary to consider specifics of the educational process in crisis conditions. Within this context, the experience of organisation of education of students during the period of pandemic, which provided for the necessity of online technology use, is relevant (McManus et al., 2023). The study of transformation of the influence of education on personality under conditions of social innovations is relevant as well (Wu et al., 2023). Such changes involve an increase of focus on professional preparation, while the humanitarian role of higher education can decrease.

Thus, the conducted theoretical analysis indicated the relevance of the studies on the issue of humanitarian security and the role of higher education in the development of a person and society. At the same time, the number of complex scientific researches demonstrating the relation of these phenomena is very low. Furthermore, the mentioned studies are mostly of a review, theoretical nature.

Therefore, the relevant scientific task is the development and realisation of empirical studies of the issue of humanitarian security within the context of higher education.

Methods and materials

The study involved the following stages:

The state of problem definition was realised on the basis of the determination of the relevance of the selected theme and scientific interests of the authors of the study.

The theoretical stage was focused on the analysis of the notion of 'humanitarian security', its structure and functions. The main methods of the stage - analysis, synthesis, and generalising. Special attention was paid to the determination of the possibilities of higher education in humanitarian security formation. Relevant experience and results of the studies of researchers from different states were analysed. Within this stage, the relation of values of personality with the structure and processes of humanitarian security was found. Theoretical analysis of information on the issue enabled the formulation of the research hypothesis. The base assumption of the study is the statement that during the period of higher education, transformations, which reflect positive changes in the humanitarian security of the society, take place in the structure of values of a personality.

The stage of study planning – determination of a clear sequence of research actions and consideration of available resources. At this stage the research sample was formed, methods of empirical study were selected, and approaches to data interpretation were defined. The aspects of organisational, administrative and deontological nature were found.

The stage of empirical information collection involved the realisation of diagnostic tools.

The stage of qualitative analysis of the received data - calculation of numerical values received during diagnostics. Primary, “raw” data were processed using methods of mathematical statistics.

The stage of data interpretation - explanation of the detected quantitative tendencies. Structural and genetic interpretation methods were used. Such actions are directed at summing up the conclusions of the study.

Instruments

“Value Orientations” method was used in the study (Rokeach, 1973). This diagnostic instrument is oriented toward the determination of the individual hierarchy of personal values of a personality. The methodology has two blocks which involve the list of terminal and instrumental values. Each block has 18 positions. It is necessary to note that terminal values characterise goals of personality, and instrumental - the means of goal achievement. These lists can be divided into strategic and tactical values. The validity of this instrument is confirmed by its previous use in numerous scientific studies. Analysis of the content of the method certified its appropriateness to content components of the notion of “humanitarian security”.

The use of the dialogue served as a supplemental instrument for clarifying research data. During the dialogue with the participants of the study, the level of understanding of the concept of “humanitarian security” by students was clarified. Peculiarities of understanding the structure of the studied phenomena and methods of its achieving were determined. In dialogue, attention was paid to the perception of the role of humanitarian security within the context of the system of national security. Specifics for understanding the issue in relation to the relevant military threats were defined.

Sampling

To verify the hypothesis, two groups of first-year and fourth-year students of the bachelor training program were formed. These groups were formed on the basis of Borys Grinchenko Kyiv Metropolitan University and Vasyl Stefanyk Precarpathian National University. The number of students in the first year of study in the sample - 124 students. The number of students in the fourth year of study in the sample - 120 students. The gender distribution of the samples is equal. Thus, sample formation ensured verification of the research hypothesis, as it allowed comparing the structure of values at the beginning and at the end of education in higher educational institutions. To ensure representativeness, samples were formed using a randomiser.

Data collection

The study was conducted by the authors of the paper in the form of direct communication. Herewith, participants were previously motivated to fill out diagnostic forms. The algorithm of the methodology was explained in detail. In case of necessity, the researchers explained unclear moments to students. Data collection was conducted in a positive emotional atmosphere. The dialogue on peculiarities of humanitarian security perception was held in particular with the preservation of the mentioned methodological aspects.

Data analysis involved the determination of the arithmetic mean and Student's test for independent samples. Based on the determination of the mean parameters of each value, its position between 1 to 18 was defined. Student's coefficient was used to determine differences in the values. Possibilities of SPSS software were used for data processing. Statistical analysis provided material for interpretation, which provided for the comparison strategy.

Ethical criteria were followed through maintaining data confidentiality, detailed information and voluntary participation of students. The empirical study does not interfere with the dignity of the participants of the study. The authors of this article have no conflict of interest.

Results

Generalised data were systematised in tables, where the position indicators of the value and Student's coefficient are fixed. Received results are characterised separately according to value group. The significance of coefficients on the level $p=0,0$ is marked with two asterisks, and the level $p=0,05$ is marked with one asterisk. Analysis based on terminal values (goals) will be provided first.

The value "busy life" is the first significant position for first-year students. Its relevance decreases to 6th position for the graduates of the bachelor training program. The differences in these parameters are significant at the level 0,05. The value "wisdom" is irrelevant in both groups (12th position). Such a tendency can lead to careless, impulsive actions that may violate the person's safe environment. The value "health" is quite relevant for students of both groups (3rd and 1st positions). Statistical differences were not found.

Table 1 – Results of the study of terminal values of students

List of values	Position of a value in the sample of first-year students	Position of a value in the sample of fourth-year students	Student's t-coefficient
busy life (fullness and emotional saturation of life)	1	6	2,542*
wisdom (a mature understanding of life, and common sense, which are the result of life experience)	12	12	1,287
health (physical and mental)	3	1	1,220
exciting work	13	3	3,661**
beauty of nature and art (experiencing beauty in nature and art)	16	14	1,232
love (spiritual and physical intimacy with a loved one)	10	13	1,765
material well-being (absence of material difficulties)	6	2	2,214*
good and faithful friends	9	4	2,112*
social recognition (respect of others)	4	15	3,228**
knowledge (the opportunity to expand one's education, outlook and culture)	11	7	2,002*
productive life (maximum use of one's strength and capabilities)	7	8	1,411
development (self-improvement, constant physical and spiritual improvement)	8	9	1,119
pleasure (an enjoyable leisurely life, absence of duties)	5	11	2,221*
freedom (independence, free choice)	2	10	3,427**
happy family life	15	5	3,546**
happiness of others (development and improvement of others, the whole nation, and humanity)	17	17	1,746
creative activity (possibility of creative activity)	18	18	1,342
self-confidence (internal harmony, freedom from internal contradictions, doubts)	14	16	1,294

The value “exciting work” becomes relevant for the bachelor program graduates. The differences are significant at the level 0,01. The position of aesthetic pleasure from reality has low positions of significance in both groups of students. The value of love is not relevant in both studied groups (10th and 13th position). During studying in a higher educational institution, a statistically significant change in the position of the value “material wellbeing” is observed (from 6th to 2nd position). Analogical tendency is observed in relation to the value “friendship” (changes from 9th to 4th position).

A significant reduction in the significance of respect of the social environment is observed in graduates of higher educational institutions compared to first-year students ($p=0,01$). The relevance of obtaining new knowledge increases while studying in a higher educational institution ($p=0,05$). The mentioned value has an average position in the hierarchy of terminal values. Values “productive health” and “development” have average parameters in both samples.

A significant reduction of the significance of entertainment is fixed among graduates of higher educational institutions compared to first-year students ($p=0,05$). Value “freedom” is very relevant in fresh students (2nd position), but it is significantly reduced in the other sample (10th position). Graduates of higher educational institutions are more oriented to happy family life (increase from 15th to 5th position). The lowest scores in the hierarchy of terminal values of students are given to “happiness of others”, “creativity”, “self-confidence”.

Table 2 – Results of the study of instrumental values of students

List of values	Position of a value in the sample of first-year students	Position of a value in the sample of fourth-year students	Student's t-coefficient
tidiness (ability to keep staff in order, order in business)	8	3	2,314*
politeness (well-mannered)	6	8	1,009
high demands (high demands on life, high expectations);	7	4	2,001*
cheerfulness (sense of humour);	16	9	3,045**
self-discipline	18	10	2,883**
independent (ability to act independently, decisively);	1	11	3,982**
intransigence of the weaknesses in ourselves	12	12	1,621
intellect (breadth of knowledge, high general culture);	14	1	4,034**
responsibility (sense of duty, ability to keep one's word);	5	2	1,999*
rationalism (ability to think, sensibly and logically, and make sound, rational decisions)	4	5	1,298
self-controlled (restrained, self-disciplined);	17	18	1,225
courage in defending own opinions	3	7	2,298*
firm will (the ability to insist on one's own, not to give up facing difficulties)	2	6	2,376*
tolerance (for the views and opinions of others, the ability to forgive mistakes and fallacies of others)	13	17	2,091*
open-mindedness (the ability to understand the other person's point of view, respect different tastes, customs, and habits)	11	14	2,111*
honesty (truthfulness, sincerity)	10	13	1,224
efficiency in business (diligence, productivity in work)	9	15	2,450*
ability to empathise (caring)	15	16	1,888

Analysis of instrumental values demonstrates that the significance of the value tidiness ability to keep staff in order increases during the period of education (changes from 8th to 3rd position). Position “politeness” has stable average significance. An insignificant increase in the relevance of the value “high demands” is fixed. The role of values “cheerfulness” and “self-discipline” significantly increases among graduates of higher educational institutions. The position “independence” is the most relevant for first-year students, but its role is significantly reduced in the hierarchy of values of graduates. The value “intransigence of the weaknesses” has stable average scores (12th position). At the beginning of studying in a higher educational institution, intellect is not evaluated as significant, but it takes the first position at the end of studying. Value “responsibility” is fixed on the second position among graduates (change from the 5th position among first-year students).

Rationalism has stable scores (4th and 5th positions). Reduction of the value “courage in defending own opinions” is observed among the graduates of the bachelor program (changes from 3rd to 7th position). Analogical tendency is observed in relation to the value “firm will” (changes from 2nd to 6th position). Open-mindedness, efficiency in business and honesty have average parameters in both studied groups with the tendency to reduce. “Self-control”, “tolerance to the views” and “ability to empathy” have the lowest positions.

The results of dialogues indicate that most first-year students are poorly oriented in the structure and functions of the concept of “humanitarian security”. Dominating attempts to explain are casual, distorting or simplifying its essence (i.e. “safety of people”). Our supervisions indicate that the level of understanding of the studied phenomena increases among graduates of the bachelor program. They can form a theoretical definition of the notion and list the spheres of its realisation. At the same time, students of both groups find it difficult to form methods of humanitarian security improvement. It is difficult for education seekers to harmoniously recognise the place of humanitarian security in the system of national security.

Discussion

The results confirm the research hypothesis in general. Structural changes are observed in both terminal and instrumental values, which requires special attention to each group. The prevalence of values of freedom, health, and active life in the psychological hierarchy of first-year students indicates positive tendencies in the structure of humanitarian security of a person. At the same time, changes in value orientations to professionally relevant positions of graduates of the bachelor program of education are related to the completion of the studying period and active engagement in professional life. An increase in the significance of the material aspect for students, completing the educational process, is demonstrative within this context. In general, we confirm the idea of higher education focusing on professional qualities, while other structural components of a personal and social nature are formed insufficiently (Tight, 2023). Within this context, it is necessary to note that values such as creativity, aesthetics of the environment, and happiness of others have the lowest significance indicators for higher education seekers. The established peculiarity of the value sphere can potentially influence the destabilisation of the system of humanitarian security or be the result of its instability. There is an interesting contradiction revealed: the significance of freedom, and the lack of relevance of confidence. Such tendencies indicate the presence of internal conflict and a lack of stability in the hierarchy of personal values. It is also possible to conclude that during the period of higher education, students' personalities become more conformist and learn to obey social norms. Love and entertainment are not especially significant behaviour regulators of education seekers.

The changes in the structure of instrumental values in general correspond to the transformation of values of the terminal group. Thus, volitional values, characterising independence of the behaviour are the most relevant for first-year students. However, the significance of these values reduces for the representative of the graduation group. Intellect, tidiness, and feeling of duty become the most relevant in this period. Changes in the value "intellect" are very demonstrative,

which is actualised during studying in a higher educational institution. We explain this by the informational efficiency of education. Self-control is significant for students of both groups, which can potentially indicate impulsivity of behaviour and tendency to conflicts. The negative tendencies of the value sphere of students are low significance of empathy, honesty, broad-mindedness, and discipline. Such aspects can indicate destabilisation of the system of humanitarian security within the context of the reduction of possibilities of personal formation (Stern & Öjendal, 2010). The received results also contradict the data of other researchers on the understanding of higher education as a means of development by students (Brooks et al., 2021). At the same time, the received conclusions are confirmed by other scientists (Kromydas, 2017). We explain these differences by the sociocultural peculiarities of the sample.

The received results indicate the necessity of actualising efforts on the theoretical substantiation of the concept of “humanitarian security” in higher education. The idea of integration of notions of “national security” and “humanitarian security” is relevant within this context (Anggayudha & Rafsanjani, 2023). Such ideas should be considered in the organisation of educational work. It is necessary to pay attention to military aggression, which should be the background while analysing humanitarian security issues (Prysiashniuk, 2023). Humanitarian security is formed under the influence of entertainment and informational environments (Stepanko, 2012), which is also a benchmark in the organisation of the relevant work in higher educational institutions. Promotion of multiculturalism is prospective (Coetzer et al., 2023). Realities of modernity determine the necessity of distance education use in higher educational institutions for the formation of humanitarian security (McManus et al., 2024). In general, it is possible to recognize the influence of higher education on humanitarian security by ensuring economic stability and personality development (Levchenko et al., 2017).

Limitations

It would be appropriate to conduct a longitudinal study of the values of students within the context of humanitarian security for data clarification. It is also necessary to mention that the education seekers of mainly humanities majors participated in the empirical materials' collection. This aspect potentially reduces the external validity of scientific research.

Conclusions

As the result of the analysis of received data, the research hypothesis on changes in the structure of values of students during education in a higher educational institution as a reflection of the humanitarian security of the society was confirmed. Structural changes in terminal and instrumental values indicate the loss of individuals and an increase in conformism during education in higher educational institutions. The prevalence of values of freedom, health, and active life in the psychological hierarchy of first-year students indicates positive manifestations of humanitarian security. Students were found to become more oriented to future professions and material well-being while studying in higher education institutions. Conflict tendencies are present in the hierarchy of values of students. Love and entertainment are not especially significant behaviour regulators of education seekers. The negative tendencies of the value sphere of students are the low significance of empathy, honesty, broad-mindedness, discipline, creativity, and concern for the welfare of the social environment. The destabilisation of humanitarian security in the system of higher education manifests through the reduction of possibilities of personal development of education seekers. In general, it is possible to recognize the influence of higher education on humanitarian security by ensuring economic stability and personality development. The significance of the obtained results lies in their use for optimising educational work in the higher education system. Perspectives of future scientific research lie in the conduction of

longitudinal studies of the value sphere of students as a reflection of the transformation of humanitarian security of society.

The received results serve as the basis for the formulation of several recommendations:

1) organisation of optional classes and elective courses on the issue of humanitarian security within the context of the functioning of higher educational institutions;

2) integration of the content of theoretical understanding of humanitarian security into the content of core educational components;

3) motivating students to creative activity;

4) realisation of psychological training classes and educational activities to develop empathy in students;

5) organisation of activities aimed at the development of economic and information literacy of students;

6) realisation of activities aimed at support of personal individuality within the context of higher education.

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