



## Psychological resources of professional growth among lecturers in socionomic specialties in the context of the development of their subjectivity

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**Abstract.** The article addressed the important issue of how lecturers develop their professional position. Professional growth in these specialties occurs under conditions of high emotional strain and intensive interpersonal interaction. This increases the demands placed on self-regulation and responsibility for the psychological climate of the educational environment. This intensifies the risk of chronic stress and burnout, thereby reducing teaching quality and professional resilience. However, the transformation of psychological resources into professional growth and the role of lecturer subjectivity in this process remain insufficiently clarified. This study aimed to identify the psychological resources that facilitate professional development among lecturers in socionomic disciplines and to develop a model for their implementation within the context of subjectivity development. The study showed that emotional factors and socio-emotional competencies form the basis of psychological stability in interactions, while resilience and self-efficacy sustain endurance, recovery and professional motivation. Psychological capital and mindfulness enhance positive self-regulation and reduce reactivity. The study established that the primary mechanism through which resources are transformed into professional growth is lecturer subjectivity, realised through the proactive organisation of professional activity, maintenance of professional identity and engagement, and satisfaction of basic psychological needs. The quality of the lecturer-student relationship is emphasised as a specific socionomic resource that modifies the effectiveness of psychological resources through trust and emotional safety. It has been observed that lecturers' psychological resources constitute an integrated system, with subjectivity serving as the primary mechanism for professional development by combining resilience, proactivity, and the creation of meaning within the professional role. Practical approaches that develop subjectivity and self-regulation have the potential to enhance well-being, reduce burnout risk, and improve the

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quality of the educational environment. The results obtained may contribute to the development of effective programmes for teachers' professional development

**Keywords:** education; well-being; burnout; self-efficacy; psychological capital

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## Introduction

This study is relevant because there is a need to develop and strengthen lecturers' professional qualities and stance. The educational process is increasingly operating under conditions of heightened psychological and social workload, contributing to rising stress levels and highlighting the issue of maintaining lecturers' professional stability. This also requires identifying the key factors that facilitate these processes. In recent years, the psychological resources that underpin the professional growth of lecturers in sociological specialties have become particularly significant in light of the heightened emotional intensity of pedagogical interaction, the high demands placed on communicative competence and the need for continuous self-regulation. Within contemporary models of future teachers' well-being, resources are increasingly described as a structured system of emotional and regulatory factors that determine psychological resilience and the capacity for professional development, rather than as a "set of traits". This confirms that the quality of professional development depends on how individuals experience, understand and manage emotional responses in educational and professional situations. This is particularly important for lecturers in socioeconomic specialties, as their work is human-centred and requires not only the transmission of knowledge, but also supporting students' subjectivity. Consequently, lecturers must adopt a subjective position as the authors of their professional actions, meanings, and boundaries.

The post-pandemic context and the war have exacerbated the importance of resourcefulness as a safeguard against the negative effects of stress. Ukrainian researchers O. Lokhvis (2022) and N. Yaremchuk *et al.* (2024) have observed that the professional identity of lecturers is formed

through the interplay of personal attributes and the circumstances of the educational setting, particularly stress. I. Cho *et al.* (2021) demonstrated that, among teachers, resilience may perform a mediating role in the relationship between stress or anxiety and depressive manifestations and subjective well-being, whereas self-efficacy does not always function as such a "bridge" between tension and psychological state. This means that the focus moves on from general statements about the importance of "self-confidence" to a more specific question: which resources actually work as mechanisms of psychological recovery and when do they work. Nevertheless, self-efficacy combined with job satisfaction remains a significant psychological predictor of teachers' well-being, confirming its importance as a factor in professional stability and motivational support. While self-efficacy is important for well-being, its role in stress-related processes may not be universal, requiring further clarification of theoretical models and contexts. J. Nwoko *et al.* (2023) demonstrated that lecturers' professional well-being is determined by the interaction of individual psychological characteristics, working conditions, the quality of professional relationships, and the availability of support. M. Sohail *et al.* (2023) found that burnout and a decline in well-being are associated with chronic job demands, emotional labour, and a lack of support. Resources, on the other hand, include autonomy, professional development, and high-quality relationships within the organisation.

Contemporary academic literature emphasises that teachers' well-being is a multi-level construct shaped by personal, interpersonal and organisational factors. Professional well-being is influenced by individual resources (particularly

those related to self-regulation and competence), the nature of the working environment, and the quality of professional relationships. R. Gilar-Corbi *et al.* (2025) demonstrated through structural modelling that emotional factors form integrated pathways influencing well-being indicators in future teachers. J. de Carvalho *et al.* (2021) and M. Sohail *et al.* (2023), in their studies of well-being and burnout, also show that high job demands, emotional overload, lack of support, and organisational dysfunctions are leading predictors of risk, whereas support, autonomy, and opportunities for development are leading predictors of resilience. Accordingly, preventing exhaustion is increasingly seen as requiring a combination of individual and systemic interventions. Reviews of interventions aimed at reducing stress and burnout among teachers highlight the effectiveness of programmes focusing on self-regulation skills, well-being support, and developing psychological resources. However, they also point to the heterogeneity of designs, tools, and outcomes. This is particularly important for lecturers in socio-economic specialties, as their professional reality often involves intensive interaction, high moral responsibility, and role-based multitasking. Consequently, models of resourcefulness are required that explain not only the reduction of symptoms, but also professional growth as a transition towards a more mature subjective position. This study aimed to determine the psychological resources that support the professional growth of lecturers in socio-economic specialties within the context of developing their subjectivity.

### Materials and Methods

A systematic study was carried out, involving the analysis, synthesis and generalisation of the obtained data. To ensure the relevance of the presented data and reflect the latest trends and challenges, particularly those associated with global transformations in education and the psychological resources of lecturers' professional development, the research included a comparative analysis of contemporary scientific

publications in Ukrainian and English from the past five years (2021-2025). The analysed sources included scientific articles published in peer-reviewed journals that are indexed in the Scopus, PubMed, Web of Science, PsycINFO and Google Scholar databases, as well as monographs, dissertations and dissertation abstracts. The following keywords were used for the search: education, well-being, burnout, self-efficacy and psychological capital. In the first stage, contemporary scientific literature by Ukrainian and international scholars was analysed, the research objective was formulated, and the research tools, methods, and scope were defined. During the second stage, data collection was carried out.

Data for the study were obtained from various sources. After identifying duplicate articles, the titles and abstracts were screened, resulting in the exclusion of some articles. A full-text analysis was then conducted, resulting in the selection of 21 publications for the final review that fully met the inclusion criteria and addressed the study's topic. These articles formed the research base. In the final stage, the collected data were analysed, the results summarised and the conclusions formulated. The data were analysed using a qualitative approach. This involved identifying themes and patterns in the data, as well as analysing information relevant to the research questions and objectives. The analysis also involved comparing the data with existing literature on the research topic, identifying the main characteristics of professional growth among lecturers in socio-economic specialties, and determining the psychological resources involved in this growth within the context of the development of subjectivity.

The article's research methodology was based on the theoretical analysis and systematisation of scientific literature concerning the identification of psychological resources for professional growth among lecturers in socio-economic specialties, as well as ways to implement these resources in the context of developing subjectivity. The following scientific methods were employed

to achieve the research objective: analysis and synthesis; comparative analysis; systematisation; and generalisation of data. Analysis and synthesis were used to summarise data from domestic and international scientific sources concerning lecturers' professional competence and psychological well-being in the context of contemporary educational challenges and stress. The data obtained were classified according to the following themes: teachers' competence levels, psycho-emotional workload, emotional factors, teachers' personal resources, the educational environment, educational interventions and support, psychological well-being, and the effectiveness of professional development. This made it possible to identify key trends, problems and effective practices.

Comparative analysis was used to identify common and distinctive features in the challenges and approaches to organising the educational process and the role of teachers, as well as to compare the needs and resources of lecturers in socioeconomic disciplines. Systematisation was applied to structure the data, highlighting the main psychological and pedagogical aspects of teaching and classifying the challenges faced by lecturers of the new generation. This also allowed for summarising existing methodological models of competence development and identify psychological factors contributing to the professional growth of lecturers in socioeconomic specialties.

## Results and Discussion

The professional development of lecturers specialising in sociology under contemporary conditions should not be considered as a linear accumulation of experience, but rather as a dynamic process supported by a system of psychological resources and mechanisms for self-regulation, interaction and the proactive transformation of professional activity. In this context, the key integrative concept is the lecturer's subjectivity, which is defined as the capacity to act with authorship, self-determination and responsibility for meanings, boundaries and the quality of relationships within professional interactions. Subjectivity

determines whether a resource is transformed into an actual strategy for professional growth or remains merely potential that remains unactivated under stress. Notably, contemporary scientific approaches increasingly attribute teachers' well-being and effectiveness to interconnected emotional, motivational, and behavioural factors rather than to isolated characteristics.

The psychological well-being of future educators is systemic and determined by the interaction of emotional factors. If well-being possesses a structural basis, then the professional growth of a lecturer can be understood as the development of the ability to manage one's emotional states, meanings and reactions in complex social situations. In sociocultural specialties, "emotional labour" is the norm: lecturers support the learning process, maintain the group's psychological climate, respond to students' complex social requests, and meet institutional demands. Consequently, resourcefulness in this sphere does not mean an "absence of negative emotions", but rather the capacity to integrate emotional experience into professional decisions and behaviour without losing effectiveness or humanity (Wang & Wang, 2022; Kim *et al.*, 2023; Gilar-Corbi *et al.*, 2025).

Under conditions of increased stress, resilience can help to overcome stress, anxiety and depressive symptoms. According to I. Cho *et al.* (2021), resilience acts as a protective mechanism that can transform stress. At high levels of resilience, stress and anxiety do not necessarily lead to depressive symptoms or a decline in well-being. This is directly related to subjectivity, since a subjective position presupposes the ability to tolerate uncertainty, maintain internal self-regulation and act responsibly, even when under emotional pressure. Among lecturers in sociological disciplines, resilience may manifest as the capacity to recover from emotionally challenging interactions without reducing professional activity or shifting towards defensive emotional detachment, which often results in formalised pedagogical behaviour. At the same

time, resourcefulness cannot be reduced solely to resilience. Self-efficacy and job satisfaction are associated with teachers' well-being, so self-efficacy is a significant psychological resource for professional stability. While self-efficacy does not always act as a mediator in stress-related models, it remains a vital part of the motivational and activity-related sphere. It fosters a sense of control over outcomes and a belief in one's ability to influence the educational process. For lecturers in sociological specialties, self-efficacy is particularly valuable because the outcomes of their work are often difficult to measure quickly; for example, changes in students' competence, professional identity formation, and learners' subjectivity development occur over time. In these circumstances, self-efficacy helps to maintain the intensity of effort and the internal coherence of professional activity, preventing the pedagogical process from becoming a mere "survival from one class to the next" (Ciuhan *et al.*, 2022; Wang & Wang, 2022).

However, individual resources only acquire meaning within a broader system of determinants of professional well-being, shaped by the interaction of individual psychological characteristics, working conditions, professional relationships and support. J. Nwoko *et al.* (2023) note that even a high level of individual resourcefulness may be unrealised if the environment systematically reinforces feelings of helplessness, for example through a lack of autonomy, constant contradictory demands, low levels of support or toxic communication. Conversely, M. Sohail *et al.* (2023) argue that organisational conditions may act as a catalyst for the development of subjectivity when they create space for self-determination, reflection, and professional initiatives. Lecturers' well-being and risk of burnout are influenced by chronic work demands, emotional labour, organisational stressors, and a lack of support. At the same time, resources include autonomy, opportunities for development, and high-quality relationships within educational institutions. For lecturers in sociological specialties,

emotional labour is particularly significant: constant emotional attunement to students, the need to maintain empathy while preserving professional boundaries, creates a risk of exhaustion even among highly competent specialists. In such circumstances, subjectivity manifests as the ability to actively shape a psychologically healthy style of interaction, define boundaries, structure contact, regulate engagement intensity, and maintain personal recovery, not merely endure. Autonomy and opportunities for development are important resources that enable lecturers to preserve a sense of authorship in their professional activity (Gracia *et al.*, 2021; Gilar-Corbi *et al.*, 2025).

Although interventions aimed at reducing stress and burnout among teachers have demonstrated promising results, the evidence base is characterised by heterogeneity in research designs and evaluation methods. This complicates the generalisation and transfer of conclusions to different professional groups. If interventions are assessed using different indicators without taking contextual factors into account, it becomes difficult to determine which mechanisms work for specific groups, such as lecturers in socio-cultural specialties where communication and emotional demands predominate. Therefore, the justification of psychological resources for professional growth requires more than a list of "useful practices"; it also requires an explanation of how these practices influence the key psychological mechanisms of subjectivity, such as self-determination, reflective choice-making, proactivity and resilience in interaction (Ag-yapong *et al.*, 2023; Villalta-Paucar *et al.*, 2025). In this context, emotional intelligence occupies a special place as a meta-resource. Researchers Y. Wang & Y. Wang (2022) and Y. Lin *et al.* (2022) have demonstrated that emotional intelligence and self-efficacy are associated with reduced teacher burnout and can therefore be considered psychological predictors of resilience and effective emotional regulation. Emotional intelligence does not merely "improve communication"; it enhances lecturers' ability to manage their own

emotional states during interactions, forming the foundation of subjectivity. Without the regulation of emotional reactions, subjectivity is impossible, as impulsivity or chronic suppression of emotions reduces the quality of professional decision-making. In socionomic specialties, emotional intelligence is a particularly important tool for maintaining empathy without becoming overwhelmed by the problems of others, enabling the lecturer to perceive the emotional dynamics of a group without becoming its hostage.

Contemporary research clarifies that the key resources of resilience and growth include emotional competencies and systems derived from positive psychology and mindfulness. Psychological capital is significantly associated with teacher burnout, and mindfulness may be an important mechanism within this system that explains part of the relationship between resources and negative states. This conclusion is important for professional growth because psychological capital (hope, optimism, resilience and self-efficacy) can be seen as the “core” of internal developmental energy, while mindfulness can stabilise and regulate this energy. For lecturers in sociological disciplines, mindfulness can enhance the ability to stay present during intricate interactions, recognise one’s reactions, and prevent automatic responses (e.g. avoiding defensive sarcasm, excessive control, or emotional distancing). This is directly related to the subject position: subjectivity presupposes the conscious choice of behaviour rather than reactivity. These mechanisms become clearer when burnout is analysed not just as a “sum of symptoms”, but as an interconnected system of manifestations. The structure of burnout symptoms can be described as a network of symptoms associated with psychological capital. The practical significance of this approach is that resources can influence key “nodes” of symptomatology – those components that trigger or sustain other manifestations, such as chronic fatigue, cynicism, or a diminished sense of accomplishment. D. Xue *et al.* (2023) found that, among lecturers in socionomic disciplines, emotional exhaustion

resulting from continuous interaction often acts as such a node. Psychological capital and mindfulness reduce the intensity of this node, thereby indirectly stabilising the entire system of psychological functioning.

Resilience and subjectivity describe a person’s ability to actively maintain adaptation and development under complex conditions. S. Zhang & Y. Luo (2023) note that resilience can be both a personal characteristic of the lecturer and the result of professional practices, such as reflective analysis of boundaries, constructing supportive relationships, forming realistic expectations and adjusting professional strategies. For lecturers in socionomic specialties, professional growth should therefore encompass psychological skills and behavioural recovery practices that stabilise stress reactivity and support the ability to engage in complex interactions (Jiang & Yuan, 2025). R. Gilar-Corbi *et al.* (2025) emphasise that the psychological well-being of future educators is shaped by a structured system of emotional factors, with emotional components determining the main trajectories of psychological adaptation and stability. Emotional factors are therefore particularly valuable for understanding professional development, rather than relying solely on academic or cognitive competencies (Rubio-Valdivia *et al.*, 2024). Y. Jiang & Q. Yuan (2025) observe that job satisfaction may impact burnout via psychological capital, and that physical activity can modify the strength of this relationship. This highlights the significance of behavioural factors in the utilisation of psychological resources. G. Ciuhan *et al.*’s (2022) study demonstrated that teachers’ well-being under pandemic-related stress is partly explained by problem-focused coping, i.e. active strategies aimed at restructuring work demands and personal responses. Y. Wang & Y. Wang (2022) indicate that organisational support influences the well-being of young teachers and the satisfaction of their basic psychological needs (autonomy, competence and relatedness). Gratitude is associated with working conditions and psychological well-being, and

teacher-student relationships may be an important factor in this association. Y. Zhai *et al.* (2025) emphasised in their study that professional identity strengthens occupational well-being and work engagement through mechanisms that reflect a more subjective and authorial position within professional activity.

Proactivity also plays a significant part in developing subjectivity, which is defined as the capacity to adapt to demands and transform the structure of activities. A key mechanism here is job crafting. During the pandemic, S. Kwon *et al.* (2021) and C. Lee & S. Chae (2025) found that the relationship between perceived stress and teachers' well-being was partly explained by job crafting and problem-focused coping. This suggests that psychological stability is supported by both internal states and active strategies for influencing work, such as reinterpreting tasks, changing modes of interaction, optimising resources and seeking more constructive formats of professional activity. In practice, this approach may manifest as the conscious "reconfiguration" of pedagogical contact, such as selecting teaching methods that reduce emotional overload, establishing communication rules, distributing emotionally demanding activities, and shifting the focus of interaction with students. At this stage, subjectivity becomes a practical stance rather than an abstract category: a lecturer who constructs their work acts from a position of authorship and responsibility. At the same time, however, lecturers' proactivity is not entirely autonomous; it is significantly influenced by the organisational context. Organisational support is associated with the well-being of young teachers. This finding is particularly important given that subjectivity exists within an environment that either supports autonomy and professional initiative, or systematically reproduces feelings of helplessness and a lack of control. When basic psychological needs are not met, even highly motivated lecturers may adopt a mode of psychological economy characterised by formal participation, risk minimisation and avoidance

of innovation. Conversely, a supportive environment activates subjectivity as the capacity to experiment, develop, take responsibility for change and view professional competence as a resource rather than pressure. Studies by M. Villalta-Paucar *et al.* (2025) highlight another significant factor: positive socio-emotional dispositions, particularly gratitude, and the importance of relationships with students. The quality of these relationships can function as either a resource or a stressor. Gratitude as a disposition can shift attention from deficits to possibilities, and from "failures" to the significance of one's contribution. This supports a subjective position. Adopting this stance enables lecturers to resist the imposition of external evaluations and maintain a meaningful perspective on their profession. If gratitude strengthens readiness for proactive behaviour, it becomes a psychological resource for action, not merely an emotional state.

Another factor that contributes to professional growth is professional identity – the internal response to the questions, "Who am I within my profession?" and "Why does my work have meaning?" A strong professional identity enhances occupational well-being by fostering job satisfaction and engagement. It provides a meaningful framework that fosters internal motivation and sustainable engagement. A strong professional identity can protect against cynicism and the "burnout of meaning". Even in challenging environments, a strong professional identity can support the perception of meaning in students' development and the long-term outcomes of pedagogical work. Y. Zhai *et al.* (2025) suggest that satisfaction and engagement are behavioural and motivational manifestations of this subjective position; individuals do not merely perform their work, but actively shape their own professional trajectory. From a practical perspective, mindfulness is an evidence-based developmental resource and intervention strategy. Mindfulness programmes for teacher education students may improve mental health indicators within real educational environments.

J. de Carvalho *et al.* (2021) demonstrated that mindfulness interventions for teachers can influence not only educators' psychological states, but also learners' outcomes. Therefore, the psychological state of lecturers directly affects the group atmosphere, sense of safety, openness to dialogue and students' capacity to develop their own subjectivity. If mindfulness reduces lecturers' reactivity and enhances the quality of their psychological presence, then students may also learn to regulate themselves more consciously and take responsibility for their own development. Resource-oriented interventions therefore have dual value: they support lecturers and indirectly influence educational outcomes.

Thus, the obtained data make it possible to consider the psychological resources of professional growth among lecturers in socioeconomic specialties as a multi-level system in which emotional and motivational resources interact with the organisational environment and behavioural strategies, forming either a trajectory of development or a trajectory of exhaustion. These resources are not interchangeable: resilience may be critical under conditions of stress; psychological capital may function as a mechanism explaining transitions from job satisfaction to burnout; emotional intelligence may serve as the foundation of regulation and stability; and job satisfaction may represent the behavioural realisation of subjectivity within professional activity. Awareness and mindfulness may integrate these components, supporting the regulation of internal states and the stability of professional presence. For this reason, subjectivity should be interpreted not as an "additional" category but as the central point at which resources acquire the form of action – the capacity to act authorially, reflectively, and responsibly within the complex social reality of pedagogical work.

### Conclusions

The psychological resources that facilitate professional growth among lecturers in sociological disciplines should be considered an integrated

system of emotional, motivational and behavioural factors that promote well-being and mitigate the risk of burnout. Resilience and self-efficacy play particularly significant roles in this system, performing different functions. Resilience ensures stability under stress, while self-efficacy sustains professional confidence and engagement, as well as the stability of professional activity. Research has also shown that resilience among teachers can act as a mediator between stress, anxiety, and depressive symptoms, as well as subjective well-being. However, in the analysed model, self-efficacy did not demonstrate a mediating role. Emotional intelligence, psychological capital and self-awareness are key components of self-regulation, enhancing the capacity to manage internal states and make balanced professional decisions.

The transformation of resources into actual professional growth is achieved through proactive professional activity, the satisfaction of basic psychological needs, the development of a professional identity, engagement, and the quality of lecturer-student relationships. In this context, subjectivity acts as an integrative mechanism, ensuring responsibility and reflexivity within the professional roles of lecturers in socioeconomic disciplines. For lecturers in socioeconomic disciplines, mindfulness supports the capacity to remain present in complex interactions, recognise personal reactions, and avoid automatic responses (for example, refraining from defensive sarcasm, excessive control, or emotional distancing). This is directly linked to the subjective position, as subjectivity presupposes the conscious selection of behaviour rather than reactive responses. Lecturers' psychological resources form a holistic system, and subjectivity functions as the central mechanism of professional growth by combining resilience, proactivity, and meaning-making within the professional role. Practical approaches aimed at developing subjectivity and self-regulation have the potential to enhance well-being, reduce the risk of burnout and improve the quality of the

educational environment. The results obtained may contribute to the development of effective programmes for teachers' professional development. Further research could involve a deeper analysis of resources among lecturers in socio-economic specialties specifically, taking into account the high level of emotional labour and the specific nature of professional interaction.

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## Conflict of Interest

None.

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## Психологічні ресурси професійного зростання викладачів соціономічних спеціальностей у контексті розвитку їх суб'єктності

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**Анотація.** Стаття присвячена актуальному питанню щодо формування професійної позиції викладачів. Професійне зростання викладачів соціономічних спеціальностей відбувається в умовах високої емоційної напруги та інтенсивної міжособистісної взаємодії, що підвищує вимоги до саморегуляції й відповідальності за психологічний клімат освітнього середовища. Це посилює ризик хронічного стресу та вигорання, знижуючи якість викладання і стійкість у професії. Водночас недостатньо з'ясовано, як саме психологічні ресурси перетворюються на професійне зростання і яку роль у цьому відіграє суб'єктність викладача. Метою роботи було визначення особливості психологічних ресурсів професійного зростання викладачів соціономічних спеціальностей та обґрунтування моделі їх реалізації в контексті розвитку суб'єктності. Показано, що емоційні чинники та соціоемоційні компетентності формують основу психологічної стійкості у взаємодії, тоді як резильєнтність і самоефективність підтримують витривалість, відновлення та професійну мотивацію, психологічний капітал та усвідомленість, підсилюють позитивну саморегуляцію та знижують реактивність. Встановлено, що провідним механізмом трансформації ресурсів у професійне зростання є суб'єктність викладача, яка реалізувалася через проактивну організацію діяльності, підтримання професійної ідентичності й залученості та задоволення базових психологічних потреб. Окреслено, що якість взаємин «викладач-студент» є специфічним ресурсом соціономічної сфери та модифікує ефективність ресурсів через довіру й емоційну безпеку. Зазначено, що психологічні ресурси викладача утворюють цілісну систему, а центральним механізмом професійного зростання виступає суб'єктність, що поєднує стійкість, проактивність і смислотворення у професійній ролі. Практичні підходи, спрямовані на розвиток суб'єктності та саморегуляції, мають потенціал підвищувати благополуччя, знижувати ризики вигорання і покращувати якість освітнього середовища. Отриманні дані можуть сприяти розробці ефективних програм професійного зростання вчителів

**Ключові слова:** освіта; благополуччя; вигорання; самоефективність; психологічний капітал