

PSYCHOLOGICAL CAPITAL IN THE STRUCTURE OF PROFESSIONAL DEVELOPMENT OF FUTURE SOCIAL WORKERS

ПСИХОЛОГІЧНИЙ КАПІТАЛ У СТРУКТУРІ ПРОФЕСІЙНОГО СТАНОВЛЕННЯ МАЙБУТНІХ СОЦІАЛЬНИХ ПРАЦІВНИКІВ

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In the current conditions of the functioning of state educational and social policy, a future social worker from a psychological point of view should be understood as a specialist in the social sphere who is responsible for the implementation of state social policy at the global, regional and local levels on the basis of humanism, professionalism, social solidarity and who should be characterized by a high level of empathy and tolerance, developed self-monitoring, developed communicative and organizational qualities, high stress resistance; his psychological capital is seen by us as a conscious and emotionally positive state of acceptance by a future social worker of his own responsibility for the results of professional activity and his achievement of a professional goal on the basis of optimism, self-efficacy, hope and resilience in the process of his own professional development.

The main goal of our study is to analyze the role and place of psychological capital in the structure of the professional development of future social workers and its main professional and psychological correlates. Theoretically and empirically, we have proven that the indicators of professional development of future social workers are closely related to their ideas about their own ability to perform the tasks and goals of leading activities, a positive attitude towards the future, faith that everything will be fine, the ability to resist stress and show vitality in difficult situations of learning and life. It has been established that the development of self-efficacy of future social workers involves a higher manifestation of the emotional and semantic significance of professional choice and professional autonomy. It was possible to determine that self-efficacy and hope are developed in future social workers depending on the level of career orientations towards management, job stability and integration of lifestyles.

Key words: future social worker, personality, psychological capital, professional development, professional identity, career orientations, correlation, structure.

У наявних умовах функціонування державної освітньої та соціальної політики майбут-

нього соціального працівника із психологічного погляду варто розуміти як фахівця соціальної сфери, який відповідальний за втілення державної соціальної політики на глобальному, регіональному та місцевому рівнях на засадах гуманізму, професіоналізму, соціальної солідарності, якому мають бути властиві високий рівень розвитку емпатії та толерантності, розвинений самомоніторинг, розвинені комунікативно-організаційні якості, висока стресостійкість; його ж психологічний капітал убачається нами як свідомий і емоційно позитивний стан прийняття майбутнім соціальним працівником власної відповідальності за результати професійної діяльності та досягнення ним професійної мети на засадах оптимізму, самоефективності, надії та резильєнтності у процесі власного професійного становлення.

Основною метою нашого дослідження є проведення аналізу ролі та місця психологічного капіталу у структурі професійного становлення майбутніх соціальних працівників та її основних професійно-психологічних корелятів. Теоретико-емпіричним шляхом нами доведено, що показники професійного становлення майбутнього соціального працівника тісно пов'язані з його уявленнями про власну спроможність виконувати завдання та цілі провідної діяльності, позитивним ставленням до майбутнього, вірою в те, що все буде добре, здатністю чинити опір стресу та виявляти життєздатність у складних ситуаціях навчання та життєдіяльності. Встановлено, що розвиток самоефективності майбутніх соціальних працівників передбачає вищий прояв емоційно-смыслової значущості професійного вибору та професійної автономності. Вдалося визначити, що самоефективність та надія розвинені в майбутніх соціальних працівників залежно від рівня кар'єрних орієнтацій на менеджмент, стабільність роботи й інтеграцію стилів життя.

Ключові слова: майбутній соціальний працівник, особистість, психологічний капітал, професійне становлення, професійна ідентичність, кар'єрні орієнтації, кореляція, структура.

In the context of reforming state social policy in accordance with the challenges of wartime and the future post-war reconstruction, there is a transition to more effective relations between the authorities and citizens – consumers of social services, which requires high social and professional competence of future social workers. Accordingly, in the process of their preparation, not only the goals and objectives of the new social policy, which consist in restoring public trust in the state, but also modern concepts, primarily a competency-based approach, should be taken into account.

In this regard, the issues of forming and developing the psychological capital of future social workers, and

primarily their professional identity, readiness and social tolerance, etc., require exceptional importance. Despite numerous studies in the field of social policy and social security in our country, these issues have not received sufficient attention from the vast majority of researchers for a long time. It is precisely such considerations that determine the relevance and expediency of our study.

At the theoretical level, A. Karpenko, already in the process of building a conceptual model of the system “professional identity – authenticity – professional success” of future specialists, emphasizes that this system is determined primarily by personal

characteristics at the conscious and unconscious levels and for engineering and technical workers demonstrates higher coherence than for specialists of the humanitarian profile. The author tries to prove that authenticity is significantly integrated into the structure of professional identity in both cases, forming a factor unity with professional identity, it is authenticity that takes on the role of a system-forming factor in the professional identification of engineering and technical workers, who are more prone to an optimistic perception of reality, focused on motor and speech activity, oriented to personal achievements, to upward initiative, as well as to the social environment in their own professional activities, to the effectiveness of the social plan, due to the belief that it is their profession that ensures stability and social well-being [3].

O. Koval and R. Vlasenko define as the primary goal of social policy in post-war reconstruction a change in the paradigm of interaction between the authorities and society, which will ensure a transition to more pragmatic and effective relations between these parties, will contribute to social compensation and the weakening of social contradictions, etc. According to the authors, the goals and objectives of the new social policy are to restore public trust in the state, thoroughly modernize approaches to wages, taxation and social insurance, promote effective employment and self-employment, and unite the efforts of society, business and government. Among the principles that should form the basis of the updated social policy are mentioned humanism and social justice, systematicity, preventiveness of measures, adaptability and, in particular, multi-subjectivity, social dialogue based on a four-party (employees, employers, state, local governments) and four-level (national, sectoral, territorial and local) model [4]. Analyzing existing theoretical approaches to understanding the main factors of the development of social work ideas in the USA, L. Petrukhan-Shcherbakova emphasizes the great methodological, organizational and practical heuristic potential for the modern organization of social work of the ideas of M. Richmond and her scientific and practical heritage. The researcher characterizes the bright and extraordinary social and pedagogical content of the researcher's works both in working with clients and in training social workers, consistently revealing the levels of the social environment of clients and the gradualness of their involvement in resolving existing crisis situations. Three main subject-functional lines of activity of social services are described, namely a person, a social worker and the activities of charitable organizations in this context [7].

G. Slozanska emphasizes that in the current conditions of transformation of Ukrainian society and the creation of united territorial communities, there is an institutionalization of practical social work at the local level. Accordingly, future social work specialists who aim for further employment in territorial ones must be able to organize, administer, plan and implement practically high-quality and accessible social support at the level of both individuals and families who

find themselves in difficult life circumstances. In this regard, it is worth focusing on the analysis of the current state of preparation of future social workers for work in territorial communities and modeling the process of this training in higher education institutions. Accordingly, the system of professional training of future social workers in higher education institutions for work in territorial communities, etc., requires radical modernization [9].

Studying the issue of professional and ethical training of future social workers, R. Zozulyak-Sluchyk defines the essence of the pedagogical system as the unity of the processes of formation and development, upbringing and training in all the variety of forms, methods and conditions of their implementation. In the process of research, the pedagogical system of formation of professional ethics of future social workers in universities is characterized, which is understood as a multiple formation of interconnected components that are necessary for the organization and appropriate professional and pedagogical influence on the development of moral and ethical qualities of the personality of future social workers. At the same time, the tasks of the pedagogical system of formation of professional ethics of future social workers are professional and worldview guidelines, behavioral and deontological principles, personally significant qualities at the motivational and goal-oriented, procedural, evaluative and diagnostic stages of their deployment [2].

M. Lapina notes that the introduction of problem-based monitoring of the formation of professional competence of a future social worker can be considered as a promising means of conducting systematic psychological research on the formation of professional qualities of the personality of future specialists. Based on empirical analysis, the author notes that future social workers at different stages of professional education in higher education are characterized by a predominantly high level of development of empathy qualities, an average level of tolerance and self-monitoring, a low level of communicative and organizational qualities and low stress resistance, a low level of reflective personality qualities, namely, students demonstrate greater conflict, lower congruence with others and responsibility for their own actions and greater conformity in comparison with representatives of other specialties of study [5].

G. Skachkova, trying to analyze the structure and content of the professional activity of social workers, relies on the NQF and existing standards for training specialists in the specialty 231 Social Work. At the same time, the author emphasizes the need to take into account in the process of training future social workers both the autonomy of higher educational institutions of Ukraine and regional features of training future specialists, leading experience in training social workers in universities in the USA and Canada, etc.; it is proposed to harmoniously combine traditional and non-traditional forms of organizing the educational process in the training of future social workers, to use

trainings, business games, drawing up social projects, etc., to increase the volume of practical training of future social workers in order to optimize the activities of this educational direction [8].

The definition of psychological capital is relatively new in the domestic psychological terminology space. According to the concept of M. Luthans and his co-authors, which is based on the principles of positive psychology, psychological capital is based on a positive psychological state in which a person is and is manifested in the conscious acceptance of his own responsibility and the application of the necessary efforts in order to achieve success in solving certain tasks and forming a positive attribution of success both now and in the future, in the process of persistent and purposeful search for opportunities to achieve the goal, despite problems and adversities [10]. According to M. Vinnychuk and L. Nesukh, psychological capital is a certain set of internal resources of the individual, primarily self-efficacy, hope, optimism and resilience and is the basis of the professional development of future teachers, especially in conditions of increased stress, uncertainty and socio-economic transformations. The authors believe that an average and high level of psychological capital is a prerequisite for a sufficient adaptive potential of the individual, his desire for self-realization and enables effective professional development, due to high resilience and self-efficacy [1].

Summarizing the theoretical information provided, we note that at the current stage of development of Ukrainian society and in the current conditions of functioning of state educational and social policy, a future social worker from a psychological point of view should be understood as a specialist in the social sphere, who is responsible for the implementation of state social policy at the global, regional and local levels on the principles of humanism, professionalism, social solidarity and who should be characterized by a high level of empathy and tolerance, developed self-monitoring, developed communicative and organizational qualities, high stress resistance, a high level of reflective personality qualities, low conflict, high congruence with others and a deep awareness of the consequences of his own actions in the process of his professional development.

By the psychological capital of a future social worker, we aim to understand the conscious and emotionally positive state of acceptance by a future social worker of his own responsibility for the results of his professional activity and the achievement of his professional goal on the basis of optimism, self-efficacy, hope and resilience in the process of his own professional development.

The purpose of our work is to analyze the role and place of psychological capital in the structure of the professional development of future social workers and its main professional and psychological correlates. In accordance with the stated purpose of the study, the following tasks were defined: 1) to determine the modern scientific and theoretical prerequisites for studying

the structure and factors of professional development of future social workers; 2) to empirically characterize the role and place of psychological capital in the structure of professional development of future social workers; 3) to deepen the available scientific information about the psychological peculiarities of professional development of modern social workers.

As research methods, we use theoretical and methodological analysis of psychological and pedagogical literature on the topic of the study, psychological and diagnostic examination of future social workers at different stages of training, methods of mathematical and statistical processing of the material (correlation analysis of data obtained during the experiment using the Pearson criterion). In the process of the study, the following psychodiagnostic methodology psychological capital questionnaire by B. Luthans, K. Luthans and S. Jensen (the indicators of self-efficacy, hope, resilience, optimism were diagnosed; the "Career Anchors" technique (E. Schein) is aimed at identifying professional orientations, which are represented by the corresponding scales: professional competence, autonomy, management, service, challenge, entrepreneurship, integration of lifestyles and orientation to, stability of work and place of residence; the "Professional Identity Questionnaire" by I. Filenko allows you to identify a general indicator of professional identity and its individual structural components in the process of professional training – the emotional and semantic significance of professional choice and professional autonomy. Some of these methods were successfully used by R. Okorokov in the process of studying the professional development of cadets of higher military educational institutions [6, p. 156–157].

The empirical sample of the study was made up of students of the first and third years of full-time and part-time studies of the first (bachelor's) and second (master's) levels of higher education in the specialty 231 Social work, studying at the Faculty of Professional and Pedagogical Education at the State Higher Educational Institution "Donbass State Pedagogical University", a total of 60 people.

Table 1 shows the relationships between indicators of professional development and psychological capital of future social workers.

Indicators of professional development of future social workers are positively correlated with indicators of self-efficacy as an idea of one's own ability to perform tasks and goals of leading activities, hope as a positive attitude towards the future, belief that everything will be fine, resilience as the ability to resist stress and show vitality in difficult situations of learning and life activities, as well as optimism as a benefit of expecting favorable consequences of the activities of future social workers.

Table 2 shows the relationships between professional identity indicators and psychological capital of future social workers.

A higher degree of development of self-efficacy indicators of future social workers as belief in one's

Table 1

Correlations of psychological capital and indicators of professional development of future social workers

Indicators of psychological capital	Professional goals and motivation	Professional resources	Professional self-concept	Level of professional development
Self-efficiency	0,51	0,51	0,35	0,52
Hope	0,50	0,51	0,45	0,56
Resilience	0,38	0,41	0,36	0,44
Optimism	0,39	0,43	0,38	0,46

Table 2

Correlations of psychological capital and professional identity indicators of future social workers

Psychological capital indicators	Emotional and semantic significance of professional choice	Emotional and semantic significance of professional choice
Self-efficiency	0,24	0,42
Hope	0,31	0,44
Resilience	0,36	0,32
Optimism	0,29	0,32

Table 3

Correlations between psychological capital and career orientation indicators of future social workers

	Self-efficiency	Hope	Resilience	Optimism
Professional competence	0,22	0,33	0,26	0,30
Management	0,17	0,19	0,13	0,19
Autonomy	-0,13	-0,03	-0,02	-0,02
Job stability	0,20	0,27	0,16	0,06
Residential stability	0,13	0,01	-0,09	-0,13
Service	0,22	0,27	0,22	0,29
Challenge	0,05	0,11	0,23	0,05
Integration of lifestyles	0,17	0,19	0,13	0,12
Entrepreneurship	-0,05	-0,04	0,02	0,00

own ability to perform tasks and goals of leading activities, hope as a positive expectation of good, resilience as the ability to resist stress, and optimism predicts a higher manifestation of emotional and semantic significance of professional choice and professional autonomy and whole-hearted trust in the future profession of social workers.

Table 3 shows the relationships between indicators of professional identity of future social workers and their psychological capital. A higher degree of development of indicators of self-efficacy, hope, resilience, and optimism predicts a higher manifestation of career orientations towards professional competence and service of future social workers.

In addition, self-efficacy and hope are more highly developed in future social workers, the more pronounced career orientations to management, job stability and integration of lifestyles are. Resilience indicators are positively correlated with career orientation to challenge in future social workers, and optimism with orientation to management in future social workers.

According to the results of the study, we can draw the following conclusions: 1) the psychological capital of a future social worker is understood by us as a conscious and emotionally positive state of acceptance by a future social worker of his own responsibility for the results of professional activity and his achievement of professional goals on the basis of optimism, self-efficacy, hope and resilience in the process of his own professional development; 2) indicators of professional development of future social workers are closely related to their perceptions of their own ability to perform the tasks and goals of leading activities, a positive attitude towards the future, faith that everything will be fine, the ability to resist stress and show vitality in difficult situations of learning and life; 3) the development of self-efficacy of future social workers involves a higher manifestation of the emotional and semantic significance of professional choice and professional autonomy; 4) self-efficacy and hope are developed in future social workers depending on the level of career orientations towards management, job stability and integration of lifestyles.

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