

## PSYCHOLOGICAL CORRELATIONS OF ACADEMIC SELF-REGULATION OF FUTURE MANAGERS

### ПСИХОЛОГІЧНІ КОРЕЛЯТИ АКАДЕМІЧНОЇ САМОРЕГУЛЯЦІЇ МАЙБУТНІХ МЕНЕДЖЕРІВ

*Our study is devoted to the characterization of the phenomenon, structure and main psychological correlates of academic self-regulation of future managers in the process of academic and professional managerial activity. Thanks to the theoretical and methodological analysis of the phenomenon of academic self-regulation of future managers, it was possible to establish that it acts as the ability to manage oneself and one's managerial activity based on the perception and deep, clear and comprehensive awareness by future managers of their own mental states and the features and consequences of behavior and activity in a professional managerial environment. Professional managerial activity is made possible by the functioning of the system of individual psychological professional competencies of the future manager at the psychophysiological, cognitive, personal and interpersonal levels.*

*In the course of the empirical study, it was proven that the perception of relationships with teachers and difficult learning conditions as sources of stress does not contribute to effective academic self-regulation of future managers, and the educational process as a stress factor makes self-regulation of future managers impossible in identified and internal forms. It was determined that emotional exhaustion, depersonalization and reduction of achievements in the structure of academic self-regulation of future managers are opposite psychological indicators to ethnocultural and personal motives for mastering the management profession, and depersonalization and reduction of achievements contribute to the growth of the values of revenge motives. It was found that external, identified and introjected regulation as indicators of academic self-regulation of future managers predict a higher degree of formation of patriotic, civic, personal motives for mastering the management profession.*

**Key words:** future manager, professional training, self-regulation, educational stressor, non-verbal creativity, motivation for mastering management profession, correlation, structure.

*Наше дослідження присвячене характеристиці феномену, структури й основних психологічних корелятів академічної саморегуляції майбутніх менеджерів у процесі академічно-професійної управлінської діяльності. Завдяки проведеному теоретико-методологічному аналізу феномену академічної саморегуляції майбутніх менеджерів вдалося встановити, що вона виступає як здатність керувати собою та своєю управлінською активністю на основі сприймання та глибокого, чіткого й розгорнутого усвідомлення майбутніми менеджерами власних психічних станів і особливостей і наслідків поведінки й діяльності у професійному управлінському середовищі. Професійна управлінська діяльність уможливується завдяки функціонуванню системи індивідуально-психологічних професійних компетентностей майбутнього менеджера на психофізіологічному, когнітивному, особистісному та міжособистісному рівнях.*

*У процесі проведеного емпіричного дослідження було доведено, що сприйняття стосунків із викладачами та важких умов навчання як джерел стресу не сприяє ефективній академічній саморегуляції майбутніх менеджерів, а навчальний процес як стресовий чинник унеможливує саморегуляцію майбутніх менеджерів в ідентифікованій і внутрішній формах. Визначено, що емоційне виснаження, деперсоналізація та редукція досягнень у структурі академічної саморегуляції майбутніх менеджерів є протилежними психологічними показниками до етнокультурного й особистого мотивів опанування управлінського фаху, а деперсоналізація та редукція досягнень сприяють зростанню значень мотивів помсти. Виявлено, що зовнішня, ідентифікована й інтроектівана регуляція як показники академічної саморегуляції майбутніх менеджерів передбачають вищу міру сформованості патріотичного, громадянського, особистого мотивів опанування професії менеджера.*

**Ключові слова:** майбутній менеджер, професійна підготовка, саморегуляція, навчальний стресор, невербальна креативність, мотивація опанування управлінського фаху, кореляція, структура.

UDC 159.9.072

DOI <https://doi.org/10.32782/hbts.76.24>

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The regulation of the professional and academic activities of a future manager due to the specificity of his managerial functioning and the content-structural features of his cognition and understanding of the surrounding world and his own place and role in it is caused by his psychophysiological, personal, professional-ethical, motivational-volitional mental characteristics. The current state of training of future managers in the context of their intrapersonal and interpersonal regulatory and self-regulatory competence does not fully meet the changing and complex challenges of today, which requires a significant modernization of the structure and content

of academic psychological and pedagogical training for further professional managerial activity. The questions of the optimal structure and leading factors of development, the main psychological correlates of academic self-regulation as an important mental neoplasm in the structure of the general competence of the future manager are necessarily raised. These considerations, strictly speaking, determine the relevance and feasibility of further research.

In the process of studying the features of the development of professional reflection of future managers-economists, N.S. Dymchenko demonstrates that its formation is more expedient

to understand as a complex organized process caused by the introduction into the educational work of higher education institutions of requirements for psychological and perceptual training, game exercises of a business orientation, holding scientific and practical conferences for students, seminars to stimulate the development of professional reflection of student managers. At the same time, in the process of research it is proved that the degree of development of professional reflection of a future manager is determined, first of all, the level of empathy, the properties of personal and intellectual reflection, the degree of cognitive complexity of the individual, etc. [1].

L.A. Kolesnichenko proposes to consider personal self-regulation as a systemic formation of a high level of complexity, which acts from the content and procedural sides in the process of professional training and is closely related to the level and structure of the self-esteem of the individual and acts as a mostly conscious, expedient planning, construction and restructuring by the subject of his own actions and deeds, strategies of thinking according to personally significant goals, motives and needs. The author puts forward a model of personal self-regulation of future managers, which harmoniously combines the content (sources, motivations and directions of the future manager's personal activity, his needs, motives, goals and orientation) and procedural components (style of self-regulation, features of planning activities, its modeling, further programming and mandatory evaluation of results, which provides for some correction of activities if necessary) and in the structural-level section, self-esteem of the individual (achievements in self-knowledge, emotional-value attitude to one's own "I" and one's inner world, the results of their correlation) [4].

O.V. Drobot in the process of studying the psychological nature of professional consciousness generated a structural-functional model of the production of the image of the future profession by the consciousness of future managers. This model involves understanding professional consciousness (including professional knowledge, professional action programs, professional motives and values, sensitive and emotional experience) and the image of the profession (self-assessment of oneself as a future manager, self-regulation of the professional "I", self-control of professional development, opportunities for self-realization in management activities, further professional self-improvement, emotional and sensory aspects of future professional management activities) as a process-result dichotomy [2].

N.A. Zinchuk argues that in the process of professional training, the analytical competence of the future manager as a component of their professional competence acts as an integrative and dynamic, constantly growing, enriched in the course of academic and professional activities characteristic of the student-manager, which acts as a factor in the development of his ability to perform professional

analytical tasks in the field of management. It is argued that the key components of such an ability are the theory of the organization of the analytical process, the ability to choose and apply appropriate analytical methods, the development of logical thinking, a creative approach to a specific type of managerial activity, and the presence of practical experience in it [3].

Putting forward the author's model of the formation of professional responsibility of future managers, A.O. Orlov believes that it should provide for the appropriate formation of professional responsibility, methodically balanced implementation of educational and educational influences, the use of effective methods of interactive learning (business games, special software), work in small groups, and the use of project-based learning methods. Among the organizational and pedagogical conditions for the successful application of such a model of the formation of professional responsibility of future managers, the author highlights in particular: the orientation of the educational and educational process of the future manager on the modeling of professional managerial activity; the subjective problematic nature of the content of training and its implementation in practical managerial activity in the course of solving educational tasks; development of responsibility for the consequences of management decisions; optimal ratio of executive activity and leadership position in the structure of a small social group; active application of the model of formation of professional responsibility of future managers [8].

G.V. Ozhubko defines social intelligence in the context of a person's motivated ability to understand, in addition to others, also himself in the conditions of constant dynamics of mental states and interpersonal relationships, to realize and predict the consequences of both his own actions and the behavioral acts of interaction partners. A program for the development of social intelligence of future managers is proposed, which includes theoretical (knowledge of social intelligence, its functions, factors and features of manifestation in the professional activities of a future manager) and applied parts (stimulation of general abilities associated with social intelligence in student managers, increasing the accuracy of reflection, optimizing the level of development of empathic qualities, developing sensitivity, increasing the level of acceptability of a group by a manager) [6].

Considering the features of the development of the creative process of future managers, O.M. Khartsiy defines the following main social features of a creative personality: depth and breadth of knowledge, the ability to apply them in various situations, the presence of a persistent need for constant updating of existing knowledge and acquisition of new ones, a reasonable desire to achieve truth, the ability to understand the essence of the problem, to identify connections between everyday phenomena, analytical and synthetic skills, a high level of academic and professional independence, a constant

desire for self-improvement and the most complete self-realization, a constructive critical attitude towards others and oneself, the ability to avoid archaic habits and established concepts, the ability to establish connections between innovative cognitive structures and already existing personal experience and cultural and historical experience of humanity, the development of scientific worldview orientations. All this, in the author's opinion, in systemic interaction makes it possible to set and solve new tasks in the field of one's activity, to search for new and modernize existing approaches to solving a specific problem in a non-standard, independent and optimal way [9; 10, p. 269].

According to N.M. Nadyuk, the ability to make managerial decisions acts as a complex of the future manager's activity capabilities and his individual psychological properties, which collectively determine the adoption of effective managerial decisions and develop in the process of the future manager's academic and professional activity. The possibilities of professional management activities are realized through a system of individual-psychological professional competencies of the future manager at the psychophysiological (emotional stability, concentration, organization), cognitive (analytical-synthetic thinking qualities, creativity in the process of cognition), personal (independence, responsibility, perseverance, risk-taking) and socio-psychological (ability to establish productive relationships in a group, to teamwork) levels [5].

Given the analysis of the features of the professional training of the future manager and the specifics of his academic and professional formation, we can state that the academic self-regulation of future managers is the ability to manage themselves and their managerial activity based on the perception and deep, clear and comprehensive awareness of their own mental states and the features and consequences of behavior in a professional management environment. At the same time, the direct realization of the possibility of professional managerial activity is facilitated by a comprehensive and developed system of individual psychological professional competencies of the future manager at the psychophysiological, cognitive, personal, and socio-psychological (interpersonal) levels of activity.

The purpose of our work is to characterize the phenomenon, structure and main psychological correlates of academic self-regulation of future

managers in the process of academic and professional management activities. In accordance with the stated purpose of the study, the following tasks were defined: 1) to determine the modern scientific, theoretical and methodological prerequisites for studying the phenomenon of academic self-regulation of future managers in a structural-level sense; 2) to describe the main empirical features of the structural-functional features and psychological derivatives of academic self-regulation of future managers; 3) to deepen the available scientific information about the psychological structure of professional training of modern managers.

As research methods, we use theoretical and methodological analysis of psychological, pedagogical and methodological literature on the topic of the study, psychological and diagnostic examination of student managers in the course of academic and professional activities, methods of mathematical and statistical processing of the material (correlation analysis according to K. Pearson). The following psychological and diagnostic methods were used in the research process: Questionnaire of stress factors of educational activity (questionnaire of M.A. Kuznetsov), questionnaire of academic self-regulation of R.M. Ryan and D.R. Connell (Causal dimension Scale II SRQ-A), methodology of research of motivation of mastering profession of I.V. Lozovy, Ukrainian adaptation of questionnaire MBI. The validity and reliability of the methods were confirmed in the studies of R.S. Okorokov, devoted to the issues of professional development of future specialists [7, p. 156–157].

The empirical sample of the research was made up of students of the first and third years of full-time and part-time form of the first (bachelor's) level of higher education in the specialty 073 Management, studying at the Faculty of History and Law at the State Higher Educational Institution "Donbass State Pedagogical University" with a total number of 40 people.

The main task of the research was to determine the psychological characteristics and correlates of academic regulation of the future manager in the process of professional training in a modern higher education institution. Table 1 shows the correlations between the academic self-regulation indicators of future managers and the effects of educational stressors.

Perception of relationships with teachers and difficult learning conditions as sources of stress is negatively

Table 1

**Correlations between academic self-regulation and the effects of educational stressors in future managers**

Indicators	External	Introjected	Identified	Internal
Stress from students	–0,04	–0,01	–0,08	–0,13
Stress from lecturers	–0,24	–0,25	–0,30	–0,33
Stress from the educational process	–0,08	–0,11	–0,25	–0,30
Stress from learning conditions	–0,21	–0,20	–0,29	–0,27
Stress from learning conditions	–0,00	–0,06	–0,10	–0,13

correlated with all regulators of educational and professional activity of future managers. The educational process as a stressor is negatively correlated with identified and internal self-regulation in the education of future managers. Table 2 shows the correlations of educational burnout and motivation for mastering the management profession of future managers.

Emotional exhaustion, depersonalization, and reduction of achievements are negatively correlated, first of all, with ethnocultural and personal motives for mastering a management profession. Depersonalization and reduction of achievements have positive connections with the motive of revenge of future managers. Table 3 shows the correlations of academic self-regulation and motivation for mastering a management profession of future managers.

External, identified and introjected regulation in the training of future managers predict a higher degree of formation of patriotic, civic, personal motives for mastering the profession of manager. Internal academic self-regulation has positive connections with patriotic, civic, ethnocultural, personal motives and negatively correlates with the monetary motive of future managers. Table 4 shows the correlations of academic self-regulation and educational burnout of future managers.

Emotional exhaustion from training of future managers involves a decrease in identified and internal regulation in educational activities, and depersonalization and reduction of personal achievements – all academic regulators of future managers.

According to the results of the study, we can draw the following conclusions: 1) through a theoretical and methodological analysis of the psychological nature, structure and functions of the phenomenon under study, it was determined that the academic self-regulation of future managers is their ability to manage themselves and their managerial activity based on the perception and deep, clear and comprehensive awareness of their own mental states and the characteristics and consequences of behavior in a professional management environment; 2) it was established that the perception of relationships with lecturers and difficult learning conditions as sources of stress does not contribute to effective academic self-regulation of future managers, and the educational process as a stress factor makes self-regulation of future managers in identified and internal forms impossible; 3) it has been empirically proven that emotional exhaustion, depersonalization and reduction of achievements in the structure of academic self-regulation of future

Table 2

**Correlations of educational burnout and motivation for mastering the management profession of future managers**

Indicators	Emotional exhaustion	Depersonalization	Reduction of achievements
Patriotic motive	0,00	0,05	-0,07
Civic motive	0,04	0,10	0,04
Ethno-cultural motive	-0,24	-0,42	-0,46
Personal motive	-0,25	-0,47	-0,46
Revenge motive	0,07	0,20	0,26
Monetary motive	0,04	0,16	0,20

Table 3

**Correlations of academic self-regulation and motivation for mastering a management profession of future managers**

Indicators	External	Introjected	Identified	Internal
Patriotic motive	0,27	0,29	0,41	0,45
Civic motive	0,14	0,17	0,22	0,22
Ethno-cultural motive	0,47	0,53	0,73	0,84
Personal motive	0,55	0,60	0,77	0,87
Revenge motive	-0,10	-0,17	-0,17	-0,17
Monetary motive	-0,45	-0,50	-0,65	-0,70

Table 4

**Correlations between academic self-regulation and educational burnout in future managers**

Indicators of self-regulation	Emotional exhaustion	Depersonalization	Reduction of achievements
External	-0,15	-0,25	-0,27
Introjected	-0,13	-0,23	-0,22
Identified	-0,26	-0,40	-0,41
Internal	-0,27	-0,43	-0,43

managers are opposite psychological indicators to ethnocultural and personal motives for mastering the management profession, and depersonalization and reduction of achievements have the effect of contributing to the growth of the values of revenge motives; 4) it was possible to establish that external, identified and introjected regulation as indicators of academic self-regulation of future managers predict a higher degree of formation of patriotic, civic, personal motives for mastering the management profession.

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*Стаття надійшла в редакцію: 28.08.2025*

*Стаття прийнята: 16.09.2025*

*Опубліковано: 23.10.2025*