

PSYCHOLOGY

UDC 159.923:159.955:37.091

DOI 10.56378/DTSV20250915

Tamiliia DOTSEVYCH, DSc (Psychology), Full Professor of the Department of Psychology and Pedagogy of Preschool Education of Hryhorii Skovoroda University in Pereiaslav, 30, Sukhomlynskyi Str., Pereiaslav, Kyiv region, Ukraine, postal code 08401 (tamiliia.dotsevych@gmail.com)

ORCID: 0000-0001-6424-7801

Тамілія ДОЦЕВИЧ, доктор психологічних наук, професор, професор кафедри психології і педагогіки дошкільної освіти Університету Григорія Сковороди в Переяславі, вул. Сухомлинського, 30, м. Переяслав, Київська обл., Україна, індекс 08401 (tamiliia.dotsevych@gmail.com)

ORCID: 0000-0001-6424-7801

Bibliographic Description of the Article: Dotsevych, T. (2025). Coping strategies for overcoming stress as a factor of professional success. *Innovations in scientific, technical and socialecosystems [Scientific journal]*, 10, pp. 16–21. doi: 10.56378/DTSV20250915

COPING STRATEGIES FOR OVERCOMING STRESS AS A FACTOR OF PROFESSIONAL SUCCESS

Abstract. Purpose of the Study. This study aims to examine the role of coping strategies in achieving professional success and maintaining psychological well-being, analyze the effectiveness of various coping strategies under professional stress, and outline ways to develop coping competence throughout a specialist's career. **Research Methodology.** The study is based on literature analysis and systematization of coping strategies according to their adaptability: productive, relatively productive, and unproductive. It emphasizes active and proactive strategies, such as problem-focused coping, positive thinking, and planning. Practices for forming adaptive coping behavior—including training, psycho-educational programs, mindfulness approaches, development of emotional intelligence, and self-reflection—are reviewed. Special attention is paid to contextualized psychological support and integration of coping-oriented practices into continuing professional education. **Scientific Novelty of the Study.** The research demonstrates the link between constructive coping strategies and reduced risk of emotional burnout. It highlights the importance of active and proactive strategies for professional endurance and emotional resilience. It is argued that developing coping competence during education and sustaining it throughout the career is crucial for stress resistance, psychological stability, and professional effectiveness. **Conclusions.** Effective coping strategies ensure stable professional functioning, self-regulation, and emotional control. Training and psycho-educational approaches reduce anxiety, enhance professional performance, and prevent burnout. Coping is not only a defensive mechanism but also an essential resource for resilience, professional fulfillment, and personal growth.

Keywords: adaptive coping behavior, emotional burnout, coping strategies, professional success, stress resistance, anxiety.

КОПІНГ-СТРАТЕГІЇ ПОДОЛАННЯ СТРЕСУ ЯК ЧИННИК ПРОФЕСІЙНОГО УСПІХУ

Анотація. Метою дослідження є визначення ролі копінг-стратегій у професійному успіху та психологічному благополуччі фахівців, аналіз ефективності різних типів копінг-стратегій у стресогенних ситуаціях і обґрунтування шляхів розвитку копінг-компетентності протягом професійного життя. **Методологія дослідження.** Дослідження базується на огляді наукових джерел, аналізі типів копінг-стратегій (продуктивні, відносно продуктивні, непродуктивні) за рівнем адаптивності та систематизації практик формування адаптивної копінг-поведінки, включно з тренінгами, психоедукаційними програмами, майндфулнес-підходами, розвитком емоційного інтелекту та саморефлексії. Особлива увага приділяється контекстуальному підходу до психологічної підтримки та інтеграції копінг-орієнтованих практик у післядипломну освіту. **Наукова новизна дослідження.** Вперше комплексно обґрунтовано взаємозв'язок конструктивних копінг-стратегій та зниження ризику емоційного вигорання у професійному середовищі. Показано значення активних і проактивних стратегій, таких як фокусування на вирішенні проблем, позитивне мислення та планування, для збереження професійної витривалості та емоційної стійкості. Встановлено, що розвиток копінг-компетентності на етапі освіти та її підтримка протягом кар'єри є ключовим фактором стресостійкості та психологічного благополуччя. **Висновки.** Ефективне використання конструктивних копінг-стратегій забезпечує стабільне професійне функціонування, саморегуляцію та емоційний контроль. Тренінгові та психоедукаційні підходи знижують тривожність, підвищують професійну результативність і запобігають вигоранню. Копінг є не лише захисним механізмом, а й ресурсом розвитку життєстійкості, професійної реалізації та особистісного зростання.

Ключові слова: адаптивна копінг-поведінка, емоційне вигорання, копінг-стратегії, професійний успіх, стресостійкість, тривожність.

Purpose of the Article. The purpose of this article is to substantiate the significance of coping strategies in ensuring professional success, to analyze their effectiveness under professional stress, and to determine directions for developing a specialist's coping competence through education, coaching, and psychoprevention.

Relevance of the Study. In contemporary society—constantly changing under the influence of globalization, technological progress, and growing information demands — professional activity is accompanied by a high level of psychological tension. Continuous adaptation to new conditions, competition, deadlines, multitasking, and uncertainty about the future create a powerful environment of stressors that affect mental well-being, productivity, and overall functioning.

Psychologists increasingly focus on the concept of *coping strategies*—conscious and unconscious methods of overcoming stressful situations aimed at maintaining emotional balance and stable functioning (Gordynia, 2023; Karamushka & Snihur, 2024). These strategies form the basis of adaptive behavior in difficult circumstances and determine an individual's ability to preserve internal integrity, productivity, and motivation to achieve professional goals. Understanding and developing effective coping strategies not only prevent destructive states such as anxiety, chronic fatigue, or burnout but also foster personal growth and professional fulfillment (Derensko, Dmytriv, & Pasichniak, 2023).

Developing coping competence is a necessary component of professional preparation, especially in activities with high responsibility and interpersonal interaction—education, medicine, management, and social services (Martirosian, 2019; Snihur, 2021). Such skills help specialists avoid exhaustion, maintain professional interest, and enhance emotional intelligence and overall effectiveness.

Analysis of Recent Research. A review of the literature shows that the problem of coping strategies has been extensively explored by both foreign (Castelfranchi; Cramer; Folkman;

Frydenberg; Lazarus; Lewis; Miceli; Vaillant) and Ukrainian researchers (Derensko et al., 2023; Karamushka & Snihur, 2024; Orlov, 2013; Snihur, 2021; Shebanova & Didenko, 2018). These studies elucidate the essence and functions of coping strategies, their types, and their role in stress-overcoming behavior, as well as factors influencing strategy choice and the impact of mental states on professional activity.

Main Content. Professional success is defined as the accumulation of achievements throughout an individual's career, encompassing both internal psychological satisfaction and externally measurable results (Orlov, 2013). The first formal differentiation between subjective and objective career success was introduced by Hughes and later developed by Van Maanen. This dual perspective remains relevant, enabling a comprehensive assessment of professional outcomes. Thus, professional success includes not only external accomplishments but also self-regulation, effective communication, decision-making under stress, readiness for change, and emotional stability.

The term *coping* (from the English *to cope*, “to manage”) refers to specific behaviors aimed at overcoming stress, preserving internal balance, and restoring personal functioning during psycho-emotional strain. The concept was introduced by L. Murphy and extensively elaborated by Lazarus and Folkman (1984) within the transactional model of stress. They viewed coping as a dynamic process involving constant interaction between the individual and the environment, dependent on situational appraisal, personality traits, and social context.

Coping strategies – psychological mechanisms of adaptation and interaction with the external environment – have been classified in various ways. The most commonly distinguished are problem solving, seeking social support, and avoidance (Shebanova & Didenko, 2018; Karamushka & Snihur, 2024). Problem-focused coping entails active actions to resolve a situation; seeking social support involves reaching out for help; and avoidance aims to escape the stressor, temporarily reducing tension but often undermining future problem solving.

Other classifications include confrontation, distancing, self-control, acceptance of responsibility, planned problem solving, and positive reappraisal (Frydenberg & Lewis, 2020). Coping can be active – targeting the stressor itself – or passive – aimed only at reducing emotional discomfort. Active coping is strongly associated with achieving professional goals (Gordynia, 2023; Karamushka & Snihur, 2024). By adaptability, strategies are divided into productive (highly effective), relatively productive (effective under certain conditions), and unproductive (ineffective) (Derensko et al., 2023; Snihur, 2021). Productive strategies include cooperation, seeking assistance, altruism, persistent work, active recreation, and proactive behavior – anticipating difficulties and preparing for them. Intermediate strategies, such as seeking support, stabilize emotions but may not resolve problems fully. Unproductive strategies – despair, self-blame, avoidance, or destructive emotional release – reduce adaptation and hinder professional growth. Proactive coping deserves special attention as it strengthens resilience by not only responding to stress but preventing it through planning and resource mobilization (Pididiachyi, 2022). This fosters goal orientation, self-efficacy, and social support, and correlates with personal growth and professional stability.

Professional stress significantly affects work quality, team interaction, staff retention, and overall outcomes. According to the World Health Organization and the International Labour Organization, chronic stress leads to increased absenteeism, reduced productivity, and burnout (Karamushka & Snihur, 2024). Timely recognition of stressors and selection of adequate coping strategies are therefore fundamental to preserving professional functioning and life resilience.

Problem-focused strategies—active problem solving, planning, and decision-making—are most adaptive when conditions are controllable, supporting professional agency and reducing emotional exhaustion. Emotion-focused strategies can alleviate tension but, when overused without problem resolution, risk avoidance of responsibility and burnout. Maladaptive strategies (denial, substance dependence) may temporarily ease tension but exacerbate stress long-term (Shebanova & Didenko, 2018).

Constructive coping enhances psychological stability, self-development, and innovativeness, whereas destructive coping reduces adaptive potential and professional

effectiveness (Snihur, 2021). Effective coping thus sustains not only professional functioning but also personal self-realization, fostering emotional intelligence, reflection, and motivation.

Practical Implications. The development of coping competence should begin during professional education and continue throughout the career. Educational programs should include courses and training on stress psychology, emotional intelligence, conflict management, and simulations of critical situations. In continuing education, psycho-educational programs, coaching, and support groups help professionals reflect on and improve coping strategies (Gordynia, 2023; Derensko et al., 2023). Training methods combining cognitive-behavioral techniques, mindfulness, art therapy, and body-oriented practices have proven effective in reducing anxiety and burnout.

Self-reflection and emotional regulation are central to coping competence. Skills such as self-soothing, positive reappraisal, and delayed response embody proactive coping in daily practice. These can be cultivated through personal growth training, mindfulness, counseling, and reflective journaling.

Conclusions. Coping strategies are essential psychological mechanisms for adapting to stress, particularly in high-responsibility professions. Constructive, adaptive, and proactive strategies preserve mental health, emotional stability, self-regulation, and professional goal attainment, while unproductive strategies – avoidance, aggression, denial – heighten risks of burnout and reduced motivation. Achieving professional success today is impossible without internal psychological resilience, life stability, and reflective capacity. Developing coping competence must therefore be an integral part of professional training, supported by education focused on emotional intelligence, coaching to mobilize resources, and psycho-educational programs that build constructive stress-management skills.

Future research should address the practical implementation of methods for developing coping competence in professional education, psychological support, and organizational personnel programs.

References

- Derensko, V., Dmytriv, R., & Pasichniak, L. (2023). Psykholohichni aspekty profesiinoho vyhorannia viiskovosluzhbovtiv [Psychological aspects of professional burnout among military personnel]. *Osvitni obrii*, 2(57), 55–58. <https://journals.pnu.edu.ua/index.php/obrii/article/view/7585/7803> [in Ukrainian]
- Frydenberg, E., & Lewis, R. (2000). Teaching coping to adolescents: When and to whom? *American Educational Research Journal*, 37(3), 727–745. <https://doi.org/10.3102/00028312037003727> [in English]
- Gordynia, N. D. (2023). Smyslozhytteivi orientatsii ta kopinh-stratehii u profesiinii diialnosti derzhavnykh sluzhbovtiv v umovakh voiennoho chasu [Meaning-of-life orientations and coping strategies in the professional activity of civil servants in wartime]. *Scientific Notes of the National University "Ostroh Academy", Series Psychology*, 16, 66–72. <https://doi.org/10.25264/2415-7384-2023-16-66-72> [in Ukrainian]
- Karamushka, L. M., & Snihur, Y. S. (2024). *Psykhologhiia vyboru kopinh-stratehii kerivnykamy zakladiv osvity* [Psychology of choosing coping strategies by heads of educational organizations] [Monograph]. H. S. Kostiu Institute of Psychology, National Academy of Pedagogical Sciences of Ukraine. [in Ukrainian]
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer. [in English]
- Martirosian, M. V. (2019). *Kopinh-stratehii profesiinoi stiikosti yurysta* [Coping strategies of professional resilience of a lawyer] (Candidate dissertation abstract). Luts'k. [in Ukrainian]
- Orlov, V. (2013). Indyvidualni uiavlennia maibutnikh fakhivtsiv shchodo profesiinoho uspikhu [Individual concepts of future specialists regarding professional success]. *Professional Development of Personality*, 3, 18–22. <https://lib.iitta.gov.ua/id/eprint/2578/> [in Ukrainian]
- Piddiachyi, V. (2022). Adaptatsiia pedahohiv do zminnykh profesiinykh umov ta kopinh-stratehii [Adaptation of teachers to changing professional conditions and coping strategies]. *Adult Education: Theory, Experience, Perspectives*, 21(1), 84–96. [https://doi.org/10.35387/od.1\(21\).2022.84-96](https://doi.org/10.35387/od.1(21).2022.84-96) [in Ukrainian]

Shebanova, V. I., & Didenko, H. O. (2018). Kopinh-povedinka v suchasnykh psykholohichnykh doslidzhenniakh [Coping behavior in modern psychological research]. *Collected Scientific Papers of Kamianets-Podilskyi National University & H. S. Kostiuk Institute of Psychology*, 39, 368–379. <https://doi.org/10.32626/2227-6246.2018-39.368-379> [in Ukrainian]

Snihur, Y. S. (2021). *Orhanizatsiino-psykholohichni chynnyky vyboru kopinh-stratehii kerivnykamy zakladiv zahalnoi serednoi osvity* [Organizational-psychological factors of coping strategy choice by heads of general secondary education institutions] (Doctoral dissertation). Kyiv. [in Ukrainian]