
ПЕДАГОГИКАЛЫҚ ЖӘНЕ ЖАС ЕРЕКШЕЛІК ПСИХОЛОГИЯСЫ
ПЕДАГОГИЧЕСКАЯ И ВОЗРАСТНАЯ ПСИХОЛОГИЯ

IRSTI 15.21.45

<https://doi.org/10.51889/2959-5967.2025.84.3.008>

Turgumbayeva A.M.^{1*} , Kassymzhanova A.A.¹ , Slanbekova G.K.² 

¹Turan University (Almaty, Kazakhstan)

²Karaganda Buketov University, Karaganda, Kazakhstan

THE PSYCHOLOGICAL IMPACT OF DIGITALIZATION ON FACULTY MOTIVATION:
A LITERATURE REVIEW

Abstract

This study presents a literature review focused on the psychological impact of digitalization on faculty motivation in higher education. As digital technologies increasingly reshape academic environments, understanding their effects on educators' motivation has become essential. The aim of this research is to synthesize existing studies that explore how digitalization influences psychological factors such as motivation, stress, engagement, and professional well-being. The central research question asks how digital transformation affects faculty motivation and what contextual factors shape this relationship. The review identifies several interrelated themes, including digital competence, technostress, institutional support, pedagogical autonomy, and work engagement. The findings reveal that digitalization can both enhance and hinder motivation depending on how it is implemented and supported. This review contributes to a more nuanced understanding of faculty experiences in digitally evolving institutions and underscores the importance of aligning digital strategies with the psychological needs of educators.

Keywords: digitalization, higher education, faculty, motivation, technostress.

Тургумбаева А.М.^{1*}, Касымжанова А.А.¹, Сланбекова Г.К.²

¹Университет Туран (Алматы, Казахстан)

²Карагандинский университет им. Академика Е.А. Букетова (Караганда, Казахстан)

ПСИХОЛОГИЧЕСКОЕ ВОЗДЕЙСТВИЕ ЦИФРОВИЗАЦИИ
НА МОТИВАЦИЮ ПРЕПОДАВАТЕЛЕЙ: ОБЗОР ЛИТЕРАТУРЫ

Аннотация

Данное исследование представляет обзор научной литературы, посвящённой психологическому воздействию цифровизации на мотивацию преподавателей в системе высшего образования. По мере того как цифровые технологии всё активнее трансформируют академическую среду, становится особенно важным понять, как эти изменения влияют на мотивацию педагогов. Целью работы является синтез существующих исследований, раскрывающих влияние цифровизации на такие психологические аспекты, как мотивация, стресс, вовлеченность и профессиональное благополучие. Центральным исследовательским вопросом заключается в том, как цифровая трансформация влияет на мотивацию преподавателей и какие контекстуальные факторы определяют этот процесс. Обзор выявил несколько взаимосвязанных тем, включая цифровую компетентность, техностресс, институциональную поддержку, педагогическую автономию и профессиональную вовлеченность. Результаты показывают, что цифровизация может как способствовать росту мотивации, так и снижать её – в зависимости от условий внедрения и поддержки. Обзор вносит вклад в более глубокое понимание опыта преподавателей

в условиях цифровых преобразований и подчёркивает важность согласования цифровых стратегий с психологическими потребностями педагогов.

Ключевые слова: цифровизация, высшее образование, преподаватели, мотивация, техностресс.

Тургумбаева А.М.^{1*}, Касымжанова А.А.¹, Сланбекова Г.К.²

¹Тұран университеті (Алматы, Қазақстан)

²Академик Е.А. Бөкетов атындағы Қарағанды университеті (Қарағанды, Қазақстан)

ОҚЫТУШЫЛАР МОТИВАЦИЯСЫНА ЦИФРЛАНДЫРУДЫҢ ПСИХОЛОГИЯЛЫҚ ӘСЕРІ: ӘДЕБИЕТКЕ ШОЛУ

Аңдатпа

Бұл зерттеу жоғары білім беру саласындағы оқытушылардың мотивациясына цифрландырудың психологиялық әсеріне арналған әдебиеттерге шолу болып табылады. Цифрлық технологиялар академиялық ортаны барған сайын өзгертіп жатқан жағдайда, олардың оқытушылардың мотивациясына әсерін түсіну аса маңызды. Зерттеудің мақсаты – мотивация, стресс, кәсіби әл-ауқат және жұмысқа тартылу сияқты психологиялық факторларға цифрландырудың ықпалын зерттеген ғылыми еңбектерді жүйелеп, талдау. Негізгі зерттеу сұрағы: цифрлық трансформация оқытушылардың мотивациясына қалай әсер етеді және бұл үдерісті қандай контекстік факторлар анықтайды? Шолу барысында цифрлық құзыреттілік, техностресс, институционалдық қолдау, педагогикалық автономия және кәсіби белсенділік сияқты өзара байланысты бірнеше тақырыптар анықталды. Зерттеу нәтижелері цифрландырудың мотивацияны арттыра да, төмендете де алатынын көрсетеді – бұл оның қалай енгізіліп, қаншалықты қолдау табуына байланысты. Бұл шолу оқытушылардың цифрлық өзгерістер кезіндегі тәжірибесін тереңірек түсінуге үлес қосады және цифрлық стратегияларды педагогтардың психологиялық қажеттіліктерімен сәйкестендірудің маңыздылығын көрсетеді.

Түйін сөздер: цифрландыру, жоғары білім, оқытушы, мотивация, техностресс.

INTRODUCTION The pervasive influence of digitalization has reshaped numerous facets of modern life, and higher education is no exception [1]. The integration of digital technologies into academic institutions has triggered significant transformations in teaching methodologies, research practices, and administrative operations [2,3]. While the benefits of digitalization, such as enhanced access to information, improved communication, and increased efficiency, are widely acknowledged, the psychological impact on faculty motivation remains a complex and multifaceted issue that warrants careful examination [4]. Faculty motivation, a critical determinant of teaching effectiveness, research productivity, and overall job satisfaction, can be significantly influenced by the demands and opportunities presented by digitalization [5]. This literature review aims to explore the psychological dimensions of digitalization's impact on faculty motivation, synthesizing existing research to provide a comprehensive understanding of the challenges and opportunities encountered by educators in this rapidly evolving digital landscape. A non-systematic literature review was conducted to analyze publications related to the impact of digital technologies on education and the factors influencing a school's digital capacity and transformation [6]. The integration of digital technologies is a complex and continuous process that impacts different actors within the school ecosystem. Many schools have demonstrated a lack of experience and low digital capacity, resulting in widening gaps, inequalities, and learning losses. Many need more vision, capacity, and dedication to put them into practice successfully [7].

The rapid digitalization of education, particularly during the COVID-19 pandemic, has presented unique challenges to the education sector [8]. The review covers the main theories and research published over the past 17 years, based on meta-analyses and review papers found in scholarly, peer-

reviewed content databases. Digital tools offer opportunities to improve equality, inclusion, and social integration, potentially influencing knowledge, skills, and attitudes. Understanding how digital advancements affect instructors' drive is essential for fostering a supportive and stimulating work environment that encourages academic success and innovation. Digital technologies have changed the nature and scope of education, leading education systems worldwide to adopt strategies and policies for ICT integration. The latter brought about issues regarding the quality of teaching and learning with ICTs, especially concerning the understanding, adaptation, and design of the education systems in accordance with current technological trends.

Understanding the psychological impact of digitalization on faculty motivation requires a grounding in established motivational theories. Self-determination theory posits that intrinsic motivation, characterized by engagement in activities for their inherent interest and enjoyment, is fostered when individuals experience autonomy, competence, and relatedness [9]. Digitalization can either enhance or undermine these psychological needs. For instance, the availability of digital tools that empower faculty to design innovative and engaging learning experiences can foster a sense of autonomy and competence, thereby bolstering intrinsic motivation. However, if faculty perceive digitalization as an externally imposed mandate that restricts their academic freedom and increases their workload without providing adequate support, their intrinsic motivation may decline. Expectancy theory suggests that motivation is determined by an individual's belief that effort will lead to performance (expectancy), that performance will lead to outcomes (instrumentality), and that the outcomes are desirable (valence). Digitalization can influence each of these components. For example, if faculty members lack the necessary skills or resources to effectively utilize digital technologies, they may doubt their ability to perform well in a digital teaching environment, leading to decreased motivation. The integration of digital technology in education is crucial for physical education teachers to enhance student motivation [10]. Furthermore, even if faculty members successfully integrate digital tools into their teaching, they may not be motivated if they perceive that their efforts are not recognized or rewarded by their institutions. The goal-setting theory emphasizes the importance of specific and challenging goals in motivating behavior. Digitalization can provide opportunities for faculty to set new goals related to teaching innovation, research productivity, and professional development. However, it is important to ensure that these goals are aligned with faculty members' values and interests, and that they are provided with the necessary support and resources to achieve them. Social contexts that facilitate satisfaction of the three basic needs, by providing optimal challenge, informational feedback, interpersonal involvement, and autonomy support, promote both intrinsic motivation and self-determined forms of extrinsic motivation [11].

Digitalization presents both opportunities and challenges for faculty motivation. The COVID-19 pandemic forced many educators to rapidly transition to online teaching, highlighting the digital divide and the challenges faced by those with limited access to technology and training [12]. On the one hand, digital tools can enhance faculty motivation by providing new avenues for teaching, research, and collaboration [13]. Digital technologies can enable faculty to create more engaging and interactive learning experiences, personalize instruction to meet the needs of diverse learners, and access a wealth of online resources to support their teaching. Digital literacy courses can benefit significantly from gamification, leading to more effective and engaging teaching strategies. Moreover, digital platforms can facilitate collaboration among faculty members, allowing them to share ideas, resources, and best practices. However, digitalization can also have a negative impact on faculty motivation. Digitalization can increase workload and stress, particularly for faculty members who lack the necessary skills or resources to effectively utilize digital technologies. Faculty members may feel overwhelmed by the constant need to learn new technologies and adapt their teaching methods. The expansion of resources beyond traditional textbooks is one of the most important benefits of digital transformation. Moreover, digitalization can lead to a blurring of boundaries between work and personal life, as faculty members may feel pressure to be constantly available online. Digital competence is expected to assist education actors in the continuity of the teaching and learning process in an even and optimal manner [14]. This

competence includes the ability to use digital technologies, communication networks, and information effectively and appropriately.

Current research on the psychological impact of digitalization on faculty motivation focuses on several key areas. One area of research examines the relationship between digital competence and faculty motivation. Digital competence refers to the knowledge, skills, and attitudes necessary to effectively use digital technologies in teaching, research, and professional development. Studies have shown that faculty members who have higher levels of digital competence are more likely to be motivated to use digital technologies in their teaching. Another area of research investigates the role of institutional support in promoting faculty motivation in the digital age.

The primary aim of this literature review is to systematically explore and synthesize scholarly research on the psychological impact of digitalization on faculty motivation in higher education institutions. To guide the review, the following overarching research question was formulated: How does digitalization affect the psychological dimensions of faculty motivation in higher education

MATERIAL AND METHODS This literature review employed a systematic approach to identify, evaluate, and synthesize relevant scholarly research addressing the psychological effects of digitalization on faculty motivation within higher education contexts. Unlike narrative or descriptive reviews, a systematic review follows a structured protocol to minimize bias, ensure transparency, and enhance the reproducibility of results. The main objective of using this approach was to comprehensively map the existing body of knowledge and to provide an evidence-based understanding of how digitalization influences motivational constructs such as autonomy, engagement, burnout, and technostress among faculty. To achieve methodological rigor and thematic coherence, the review adhered to the PRISMA framework—Preferred Reporting Items for Systematic Reviews and Meta-Analyses [15]. PRISMA is an evidence-based minimum set of reporting guidelines that enhances the clarity and consistency of systematic reviews. It provides a standardized four-phase model—identification, screening, eligibility, and inclusion—which structures the literature selection process and reduces the risk of selection and publication bias.

- In the identification phase, a comprehensive search strategy was implemented using multiple academic databases such as Scopus, Web of Science, ERIC, PsycINFO, and Google Scholar. Specific Boolean operators and controlled vocabulary were applied to locate studies that discussed both psychological and technological dimensions of faculty motivation.

- During the screening phase, duplicate records were removed, and the remaining articles were screened based on titles and abstracts to assess topical relevance. This phase ensured that only studies meeting the basic thematic criteria progressed to full-text review.

- In the eligibility phase, the full texts of potentially relevant studies were examined using pre-established inclusion and exclusion criteria. The focus was placed on empirical and conceptual studies that addressed psychological constructs related to motivation in the context of digitalization in higher education, published between 2015 and 2025.

- Finally, the inclusion phase yielded a refined sample of studies that were subjected to qualitative content analysis. This allowed for the identification of recurring themes, theoretical frameworks, and patterns of findings across disciplines.

By following PRISMA, the review ensured methodological transparency, replicability, and academic reliability, laying a solid foundation for theoretical interpretation and thematic synthesis. This process not only bolstered the credibility of the findings but also enabled a nuanced understanding of how technological shifts impact faculty motivation from both individual and institutional perspectives.

A comprehensive search was conducted across five major academic databases—Scopus, Web of Science, ERIC, PsycINFO, and Google Scholar—to capture the breadth of scholarly research on the psychological impact of digitalization on faculty motivation. The search utilized a combination of Boolean operators and targeted keyword phrases, including: “digitalization AND faculty motivation”, “psychological impact of digital transformation in higher education”, “technology adoption AND teacher stress or burnout”, “ICT use AND faculty engagement”.

The search focused specifically on peer-reviewed journal articles published between January 2015 and March 2025. This 10-year window was selected to reflect the most relevant and current research trends, especially those emerging after the mass digital shift during the COVID-19 pandemic. To ensure comprehensiveness, reference lists of key publications were manually screened to identify additional sources not captured by the initial search.

This process resulted in the identification of 745 records, of which 200 duplicates were removed during the initial screening. After reviewing titles and abstracts, an additional 345 articles were excluded due to lack of relevance. Full-text reviews were conducted for 200 articles, leading to the exclusion of 130 that did not meet the eligibility criteria. A final pool of 70 studies was selected for in-depth analysis.

RESULTS AND DISCUSSION The undertaken analysis allowed us to identify six core findings that encapsulate the psychological impact of digitalization on faculty motivation in higher education. These findings emerged through a thematic synthesis of 70 peer-reviewed studies published between 2015 and 2025. First, digitalization serves as both a catalyst for pedagogical innovation and a source of systemic disruption; while it empowers faculty with new teaching tools and flexible modalities, it also creates challenges related to digital adaptation, especially when institutional support is lacking. Second, the nature of faculty motivation is highly responsive to the way digital technologies are introduced and supported. When digital tools align with intrinsic motivators—such as autonomy, competence, and purpose—motivation flourishes; when they are externally imposed or poorly integrated, motivation declines. Third, technostress emerged as a significant psychological consequence of rapid digital transformation, with many faculty reporting increased cognitive load, emotional exhaustion, and feelings of digital overload—especially in the absence of training or technical support. Fourth, the review found that effective engagement with digital pedagogy acts as a protective and enabling factor, particularly when institutions encourage innovation, provide digital autonomy, and recognize digital teaching efforts as legitimate scholarly work. Lastly, faculty work engagement was found to be deeply influenced by the digital work environment, with higher engagement levels reported in contexts where faculty felt digitally competent, psychologically supported, and institutionally valued.

Digitalization as a Catalyst for Change

Digitalization is reshaping higher education by introducing new instructional technologies, virtual learning platforms, and digital tools for administration and communication. The reviewed literature highlights that faculty members often experience increased autonomy, flexibility, and innovation opportunities when given control over digital teaching tools. Studies suggest that digitalization enables creative course design and diverse modes of engagement [16, 17]. Conversely, when digital tools are imposed without training or consultation, faculty feel disempowered. This shift can become a source of anxiety, especially for those who lack digital literacy or feel pressured to adapt rapidly (especially post-COVID-19). This duality underscores digitalization as a context-dependent force—its psychological impact is largely shaped by how it is introduced and supported institutionally.

Faculty Motivation: Intrinsic and Extrinsic Influences

Motivation among faculty is not a static attribute but is influenced by internal values and external working conditions: intrinsic motivation increases when faculty perceive digital tools as enhancing their sense of purpose and autonomy. Studies informed by Self-Determination Theory show that when technological use supports faculty goals, motivation deepens [18]. Extrinsic motivation, or even demotivation, emerges when technologies are mandated without adequate rationale or reward. When faculty perceive digitalization as merely a bureaucratic requirement, their engagement declines. The findings suggest that alignment between faculty values and digital policy is critical. When digitalization supports academic freedom and professional growth, motivation thrives.

Technostress and Burnout

One of the most consistently reported psychological consequences of digitalization is technostress: defined as the stress associated with adapting to or overusing technology, technostress manifests as cognitive fatigue, emotional exhaustion, and reduced job satisfaction [19, 20]. Faculty experiencing technostress often report being overwhelmed by constant updates, online communication

overload, and the “always-on” culture of digital academia. Vulnerability to technostress is heightened among older faculty, those lacking institutional IT support, or individuals with high workloads and limited digital autonomy. This theme reveals that digital fatigue is not just a technical issue but a deeply psychological one that directly undermines motivation and retention.

Digital Pedagogy and Innovation

Digital pedagogy, the design and delivery of teaching using digital tools—is both a challenge and an opportunity for faculty motivation: faculty who are empowered to explore digital tools and personalize their teaching tend to report higher job satisfaction and engagement [16]. However, a lack of training, technical support, or recognition for the time and effort invested in digital innovation can lead to frustration and resistance. Institutional rewards (e.g., for digital course design, online community building) are often missing, which contributes to a perceived undervaluation of digital labor. The evidence shows that effective digital pedagogy requires both pedagogical autonomy and institutional backing. Faculty thrive when digital innovation is recognized and resourced.

Work Engagement as a Psychological Outcome

Digital environments reshape the conditions for faculty engagement, which is defined as a state of vigor, dedication, and absorption in work: faculty who feel supported in their use of digital tools report higher resilience, enthusiasm, and professional satisfaction. Engagement is often mediated by institutional culture: when institutions foster a climate of digital collaboration, faculty are more likely to adopt a growth mindset toward technology. Conversely, the erosion of clear boundaries between work and personal time in online settings can reduce engagement over time, especially in the absence of self-regulation strategies. Engagement serves as both an indicator and amplifier of faculty motivation. Institutions that invest in psychological safety and digital competence development tend to retain more motivated and engaged faculty.

Institutional Support as a Structural Determinant of Motivation

Institutional support emerged as a crucial structural factor influencing faculty motivation in the context of digital transformation. While digital tools provide opportunities for pedagogical innovation, their successful integration depends heavily on the presence of reliable institutional frameworks that guide, train, and recognize faculty efforts. The literature consistently shows that motivation is significantly higher among faculty who receive timely access to technical assistance, professional development, and clear digital strategies aligned with academic goals [13, 5].

In contrast, environments lacking such support often lead to frustration, disempowerment, and disengagement, particularly when digital expectations are imposed without adequate resources or guidance. Faculty in unsupported contexts report greater levels of technostress, uncertainty about performance evaluation, and a lack of institutional recognition for digital labor. Furthermore, unclear digital policies and insufficient feedback mechanisms reduce the perceived value of faculty contributions, thereby diminishing both intrinsic and extrinsic motivation.

This finding underscores that digitalization is not only a technological shift but also an organizational challenge. When institutions adopt a human-centered approach—by providing structured support, recognizing digital work, and fostering collaborative digital cultures—they create motivational conditions that enable faculty to adapt, thrive, and innovate.

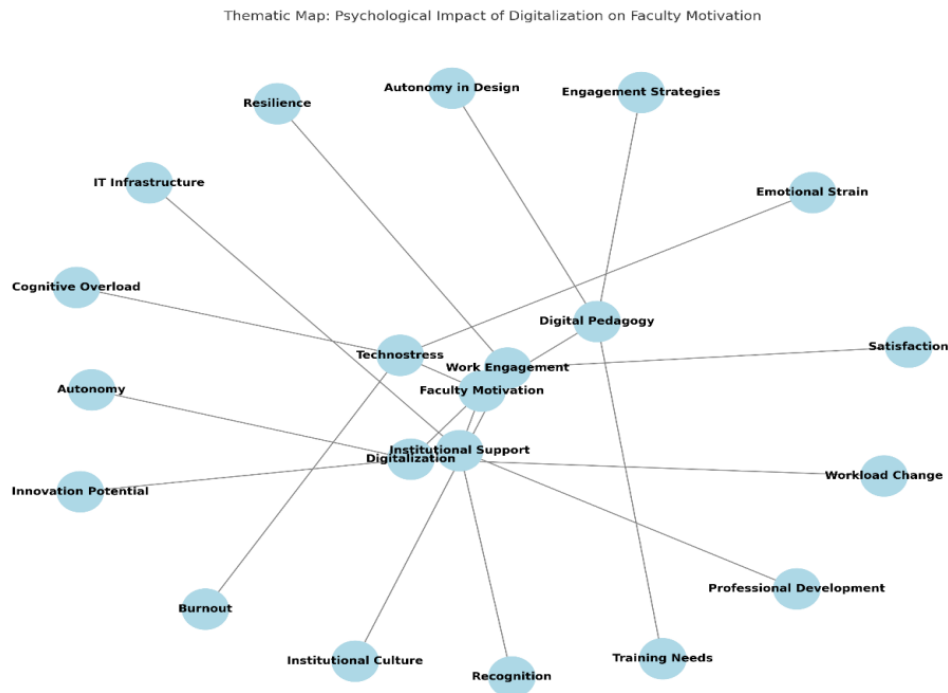


Fig.1 – Thematic map of key findings

CONCLUSION The psychological impact of digitalization on faculty motivation is a multifaceted and dynamic phenomenon, shaped by both the opportunities digital technologies provide and the challenges they impose. This literature review has demonstrated that digitalization in higher education is not merely a technical upgrade but a profound transformation that affects the emotional, cognitive, and motivational dimensions of academic work. It offers new possibilities for innovation, flexibility, and cross-border collaboration, yet these benefits are often tempered by emerging stressors, such as increased workload, blurred work-life boundaries, and the pressure to rapidly acquire new digital competencies.

The synthesis of 70 studies revealed that faculty motivation is influenced by five deeply interconnected domains: digital competence, technostress, institutional support, pedagogical autonomy, and work engagement. These dimensions operate not in isolation but as part of a broader ecosystem that either supports or undermines academic motivation. Faculty who are digitally literate and operate in supportive institutional environments tend to engage more positively with digitalization. They experience higher levels of professional satisfaction, engagement, and psychological resilience. In contrast, faculty who lack access to training, experience top-down mandates, or work in unsupportive digital cultures are more susceptible to technostress, emotional exhaustion, and disengagement.

Theoretical perspectives such as Self-Determination Theory (Deci & Ryan) and Expectancy Theory enrich our understanding by emphasizing the centrality of autonomy, competence, and recognition in shaping motivational outcomes. These theories suggest that digital transformation will only be psychologically sustainable when faculty members feel empowered to make meaningful decisions, are confident in their digital abilities, and perceive their digital labor as valued and rewarded.

Thus, the successful digital transformation of higher education cannot be achieved solely through the deployment of new technologies. It requires a holistic, human-centered approach that places the psychological experiences of educators at the forefront of digital policy and practice. Institutions must move beyond a compliance-based view of adoption of technology and actively foster environments where faculty feel supported, inspired, and motivated to engage with digital tools. This involves

investments in professional development, clear communication of digital strategies, recognition of digital teaching efforts, and the co-creation of digital initiatives with faculty themselves.

In conclusion, digitalization holds immense potential to redefine academic work—but its promise can only be realized if institutions recognize that technology adoption is also a deep human process. By addressing the psychological dimensions of digital transformation, higher education institutions can not only safeguard faculty well-being but also unlock the full pedagogical and scholarly potential of the digital era.

Acknowledgements The article was prepared within the framework of the grant-funded project of the Ministry of Science and Higher Education "Zhas Galym" ("The psychological impact of digital technologies on faculty motivation amid the transformation of the higher education system" IRN AP25795481)

References

1. Fernández A., Gómez B., Binjaku K., Meçe E. K. Digital transformation initiatives in higher education institutions: A multivocal literature review // *Education and Information Technologies*. – 2023. – T. 28, № 10. – C. 12351.
2. Niță V., Guțu I. The Role of Leadership and Digital Transformation in Higher Education Students' Work Engagement // *International Journal of Environmental Research and Public Health*. – 2023. – T. 20, № 6. – C. 5124.
3. Qolamani K. I. B., Mohammed M. M. The Digital Revolution in Higher Education: Transforming Teaching and Learning // *QALAMUNA Jurnal Pendidikan Sosial Dan Agama*. – 2023. – T. 15, № 2. – C. 837.
4. Djibran A. K. S., Subiyanto P., Wakhudin W., Rahayu N. S. Transforming Education in The Digital Age: How Technology Affects Teaching and Learning Methods // *Journal of Pedagogi*. – 2024. – T. 1, № 3. – C. 141.
5. Scholze A., Hecker A. Digital Job Demands and Resources: Digitization in the Context of the Job Demands-Resources Model // *International Journal of Environmental Research and Public Health*. – 2023. – T. 20, № 16. – C. 6581.
6. Timotheou S., Miliou O., Dimitriadis Y., Villagrà- Sobrino S., Giannoutsou N., Cachia R., Martínez- Monés A., Ioannou A. Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review // *Education and Information Technologies*. – 2022. – T. 28, № 6. – C. 6695.
7. Alenezi M. Digital Learning and Digital Institution in Higher Education // *Education Sciences*. – 2023. – T. 13, № 1. – C. 88.
8. Yun W. S. Digitalization challenges in education during COVID-19: A systematic review // *Cogent Education*. – 2023. – T. 10, № 1.
9. Starkey L. A review of research exploring teacher preparation for the digital age // *Cambridge Journal of Education*. – 2019. – T. 50, № 1. – C. 37.
10. Wallace J., Scanlon D., Calderón A. Digital technology and teacher digital competency in physical education: a holistic view of teacher and student perspectives // *Curriculum Studies in Health and Physical Education*. – 2022. – T. 14, № 3. – C. 271.
11. Deci E. L., Ryan R. M. Promoting self-determined education // *Scandinavian Journal of Educational Research*. – 1994. – T. 38, № 1. – C. 3.
12. Li Y., Chen D., Deng X. The impact of digital educational games on student's motivation for learning: The mediating effect of learning engagement and the moderating effect of the digital environment // *PLoS ONE*. – 2024. – T. 19, № 1.
13. Cornejo-Torres C. M., Machaca-Huamantorcco E., Choquehuanca-Quispe W., Begazo A. N. S., Málaga V. W. B. Towards the development of motivation through gamification // *Ciencia Latina Revista Científica Multidisciplinar*. – 2023. – T. 7, № 1. – C. 3955.

14. Althubayani A. R. *Digital Competence of Teachers and the Factors Affecting Their Competence Level: A Nationwide Mixed-Methods Study // Sustainability*. – 2024. – Т. 16, № 7. – С. 2796.
15. Akbar H. M., Biyanto B. *The Role of Digital Competence for Pre-Service Teachers in Higher Education Indonesia // AL-ISHLAH Jurnal Pendidikan*. – 2022. – Т. 14, № 1. – С. 233.
16. Bates T. *The future of teaching and learning in a digital world // EDUCAUSE Review*. – 2019.
17. Selwyn N. *Education and Technology: Key Issues and Debates*. – 2nd ed. – London: Bloomsbury Academic, 2016.
18. Kusurkar R. A., Ten Cate T. J., van Asperen M., Croiset G. *Motivation as an independent and a dependent variable in medical education: A review of the literature // Medical Teacher*. – 2016. – Т. 33, № 5. – С. e242–e262.
19. Tarafdar M., Pullins E. B., Ragu-Nathan T. S. *Technostress: Negative effect on performance and possible mitigations // Information Systems Journal*. – 2015. – Т. 25, № 2. – С. 103–132.
20. Salanova M., Llorens S., Cifre E. *The dark side of technologies: Technostress among users of information and communication technologies // International Journal of Psychology*. – 2013. – Т. 48, № 3. – С. 190–197.

МРНТИ: 15.21.51

<https://doi.org/10.51889/2959-5967.2025.84.3.009>

Амирбекова М.А.^{1*} , Garber A.² , Кадыржанова Ж.Е. 

¹Тұран университеті (Алматы, Қазақстан)

²Clinik Reinhardshöhe, Bad Wildungen, Hessen, Германия

³БҚИТУ (Орал, Қазақстан)

БІЛІМ БЕРУДІ ЦИФРЛАНДЫРУ ЖАҒДАЙЫНДАҒЫ ОҚЫТУШЫЛАРДЫҢ ПСИХИКАЛЫҚ ДЕНСАУЛЫҒЫ: ЭМПИРИКАЛЫҚ ТАЛДАУ

Аңдатпа

Бұл мақалада цифрлық технологиялардың жоғары оқу орындары оқытушыларының психикалық денсаулығына әсері қарастырылады. Зерттеу 61 оқытушының қатысуымен жүргізілген аворлық сауалнама нәтижелеріне негізделген. Сауалнама оқытушылардың цифрлық жүктемесі, эмоциялық күй, кәсіби күйзелісі мен қанағаттанушылық деңгейі сияқты факторларды қамтыды. Нәтижелер көрсеткендей, көп жағдайда цифрлық технологияларды белсенді қолдану артық жұмысбастылық пен күйзеліс деңгейін арттырады. Сонымен қатар, техникалық қиындықтар мен институционалдық қолдаудың жетіспеушілігі де оқытушылардың психоэмоциялық жағдайына кері әсер етеді. Факторлық талдау нәтижесінде оқытушылардың эмоциялық күйіне әсер ететін үш негізгі фактор анықталды: психоэмоциялық күй және стресс, цифрлық жұмыс жүктемесі және кәсіби қанағаттану мен өмірлік тепе-теңдік. Кластерлік талдау нәтижесінде респонденттер әртүрлі психоэмоциялық профильдері бойынша үш топқа бөлінді. Спирменнің корреляциялық талдауы арқылы факторлар арасындағы мәнді байланыстар расталды. Зерттеу нәтижелері цифрлық ортадағы кәсіби қызметтің психологиялық аспектілерін ескерудің маңыздылығын көрсетеді.

Кілт сөздер. Цифрлық технологиялар, оқытушылар, психикалық денсаулық, кәсіби күйзеліс, цифрлық жүктеме, техностресс, эмоциялық әлауқат.