

PROFESSIONAL SELF-ACTUALIZATION MODEL OF PSYCHOLOGISTS EXPERIENCING A PROFESSIONAL CRISIS

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Summary

The article is devoted to the problem of psychology students professional self-actualization, who are experiencing a crisis of professional readiness. The theoretical model of professional self-actualization based on scientific and theoretical analysis is highlighted, such factors as: emotional-volitional, cognitive, reflexive, physiological-somatic, social interaction are shown. The article presents the results of an empirical study of professional self-actualization and manifestations of a professional readiness crisis among future psychologists. Using a factor analysis, a model of psychology students professional actualization was formed, which includes the following factors: "Distress symptoms of future psychologists due to frustration of needs and impossibility of fulfilling own existence", "Emotional burnout as a manifestation of the professional readiness crisis of future psychologists", "Personal features as a factor of communicative and epistemological self-actualization of psychology students", "Emotional background as a factor of psychology students self-actualization", "Locus of control as a factor of practical psychologists self-actualization in the profession and personal life", "Self-esteem as a determinant of self-actualization of psychology students", "The psychologist's appearance as an indicator of his existential fullness", "Motivation as a factor of psychology students self-actualization", "Informal education as a significant factor of self-actualization of the future psychologist", "The presence of clear professional plans as an indicator of the realization of a future psychologist during studying" and "Lack of professional experience as a basis for the emergence of professional inferiority and anxiety feelings"

Keywords: professional self-actualization, students-psychologists, crisis, professional readiness, factor analysis.

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1. Introduction

In the conditions of accelerated scientific and technical progress, rapid changes in the economic, political, social, ecological, spiritual and cultural spheres of public life, a psychological science is forced to face new numerous theoretical and practical problems, the background of which, however, the issue of professional development of the individual still takes one of the main role. Among a number of personal-professional phenomena (self-awareness, self-development, self-organization, self-embodiment, self-realization, etc.), the phenomenon of professional self-actualization attracts our attention the most, in this case, the factors that contribute to its formation in future psychologists in the process of their professional studying (*Ivashchenko A. I., 2020*).

The preliminary analysis of the theoretical and methodological material and empirical data made it possible to conclude that the professional self-actualization of an individual is an

internal, complex, active and multi-level process aimed at progressive professional development as a result of revealing persona's own potential. It has been suggested that the higher the level of professional self-actualization, the lower the intensity of the professional readiness crisis (Stutoliarchuk, 2014). To confirm this hypothesis, it is important to understand the factors on which professional self-actualization depends, its determined the subject of this study (Gutyria & Kononova, 2021).

2. A theoretical model of professional self-actualization

Based on modern studies of professional self-actualization and professional readiness crisis, the theoretical model was created (in Fig. 1). The model contains of main factors of students' self-actualization: emotional-volitional, cognitive, reflexive, physiological-somatic factor and social interaction (Afanasyev, 2013), (Kokun, 2012). Each of them having their components. More detailed description of the theoretical model could be found at references.

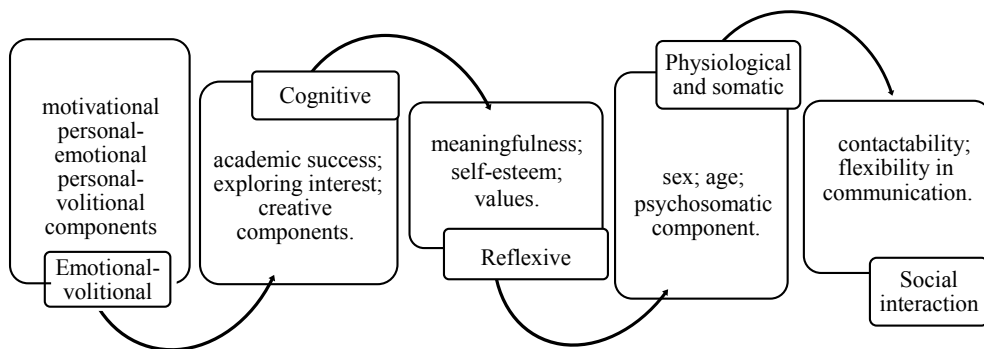


Figure 1. The theoretical model of professional self-actualization of future psychologists experiencing professional readiness crisis

3. Empirical justification of a professional self-actualization model

The assignment of the empirical stage of our research was to substantiate the model of psychology students' professional self-actualization who are experiencing a crisis of professional readiness based on the factor analysis of the received empirical data. The model represents the generalized author's view at the phenomenon of future psychologists' professional self-actualization, the regularities of its formation, as well as the factors identified as a result of processing the research data.

The research involved 230 students who are studying in the first year of the master's degree at the Psychology Department of the Poltava V.G. Korolenko National Pedagogical University. The sample includes 210 women and 20 men. 130 of the representatives are married, 55 do not identify themselves having relationships, and 45 are divorced. The study was conducted in 2020-2022.

The following methods of research were used: tests, surveys and procedure of factor analysis of data arrays (Levsheniuk, 2018). Namely, the diagnostic of emotional burnout level (by V. Boyko), the diagnostic of the social frustration level (by L. Wasserman), the projective

technique "House-Tree-Man" (by R. Belyauskayte), the locus of control scale (by J. Rotter), Dembo-Rubinstein method of self-esteem measurement, the diagnostic of professional motivation (by K. Zamfir), The Five-Factor Personality Inventory (FFPI), Symptom Checklist-90 (SCL-90-R), a self-actualization diagnosis questionnaire (by O. Lazukin), the scale of existence (by A. Langle, K. Orgler) and the authorial open-ended questionnaire.

The obtained results were subjected to factor analysis using the Varimax rotation procedure with Kaiser normalization. According to the results of the factor analysis, 11 factors were found, which describe 82.997% of the total variance of the features.

The content of the first factor "Distress symptoms of future psychologists due to frustration of needs and impossibility of fulfilling own existence" (27.510% of the total variance, the factor weight is 22.833) included variables, which reflecting of professional readiness crisis symptoms intensification and the life crisis state in general. In particular, this factor included variables that almost completely relate to the results of diagnosis using the SCL-90-R – obsessions, depression, interpersonal sensitivity, psychoticism, paranoidness, anxiety, somatic manifestations of distress, phobic states. The combination of such variables with the indicator of frustration in achieving success is significant and reveals the content of this factor's variables set. Also, the content of the factor reflects an inverse relationship with data on self-transcendence, a general indicator of existential fulfillment and existential freedom. So, the factor content confirms a significant causal relationship of the crisis emergence and formation of psychology students' professional readiness. The determinants of such a crisis are reducing indicators of: the realizing oneself in the existential plan, understanding the meaning of one's life and achieving a state of freedom. The impossibility of future psychologists to realize themselves in terms of existential understanding of their lives, realization of their existential manifestations provokes feelings of frustration, negative feelings and stress symptoms in them.

The content of the second factor "Emotional burnout as a manifestation of the professional readiness crisis of future psychologists" (11.106% of the total variance, the factor weight is 9.218) included variables identified by the method of emotional burnout. That is the second factor, according to the results of the analysis, also reflects the presence of crisis signs in the functioning of future psychologists, which testify to the crisis of their professional readiness. In particular, the content of this factor was filled with indicators of emotional burnout in general and its components such as tension, exhaustion and resistance. It is diagnostically significant that within the second factor we did not find correlations between emotional burnout and other diagnostic indicators by any of the methods. Thus, this factor represents a monolithic meaningful block of emotional and professional burnout of future psychologists during the crisis of professional readiness.

As a result of the influence of these factors, future psychologists experience manifestations of burnout, a decrease in emotional functioning, a reduction in professional duties and the system of social contacts, at the stage of professional preparation. The content of the second factor reflects the important role of emotional burnout in the course of the professional readiness crisis of psychology students as a significant obstacle to their self-actualization.

The third factor "Personal features as a factor of communicative and epistemological self-actualization of psychology students" (6.522% of the total variance, the factor weight is 5.413) consists of variables belonging to two methods – a multifactor personal questionnaire and a self-actualization test. In particular, we are talking about the expressiveness of such variables within this factor as extraversion-introversion, attachment-detachment, self-control-impulsivity, emotional stability-instability, expressiveness-practicality, and the variables of

contact and desire for knowledge as aspects of self-actualization of practical psychologists. In this case, personal traits of the respondents are a significant factor in their successful self-actualization in professional and life terms. Based on such characteristics as extraversion and the ability to maintain emotional stability, that the studied psychology students realize their efforts in terms of self-actualization and realization of their potential. Thus, the role of personal potential and personal traits is significant in terms of future psychologists self-actualization.

The fourth factor "Emotional background as a factor of psychology students self-actualization" (5.787% of the total variance, factor weight is 4.803) reflects the importance of emotional adjustment in the process of individual self-actualization during professional development. In particular, the content of this factor is formed with variables according to the method of studying self-actualization and the indicator of depression according to the method "House-Tree-Man". This factor included variables of the general indicator of self-actualization, values of a self-actualized personality, self-understanding, creativity, autonomy, spontaneity and flexibility in activities and life in general.

The content of the fifth factor "Locus of control as a factor of practical psychologists self-actualization in the profession and personal life" (5.297% of the total variance, factor weight is 4.396) is formed with variables that characterize all aspects of participants locus of control according to J. Rotter's methodology. Thus, this factor includes the severity indicators of the locus of control in the next field: achievements, failure, work and family relationships, etc. Therefore, the characteristics of internal or external subject's orientation is a significant factor in their self-actualization. At the same time, the predominance of the internal locus of control implies a clear orientation to the world of internal experiences, the person's internal structures and positions that, as a rule, lead to self-actualization. It is significant that within this factor, we did not record correlations of variables with other indicators obtained as a result of diagnostics.

The sixth factor "Self-esteem as a determinant of self-actualization of psychology students" (4.711% of the total variance, the factor weight is 3.910) is formed with variables that reflect the respondents' self-esteem features – a general indicator of self-esteem, assessment of their mental abilities, authority, self-confidence and subjective assessment of the character traits. In particular, self-assessment is an important aspect of the future psychologist's personal potential and self-actualization, as it provides the possibility of building an orientation to activity based on a positive attitude to different parts of person's "Self" and to the own psychological features.

The content of the seventh factor "The psychologist's appearance as an indicator of his existential fullness" is interesting (4.058% of the total variance, the factor weight is 3.369), thus it is formed with the variables of the locus of control in the field of appearance, self-distancing and responsibility within the scope of achieving existential unity and the human nature view as a scale of self-actualization indicator. This factor reflects an interesting dependence of person's self-actualization indicator to the orderliness of life, the achievement of existential values based on the perception of one's own appearance and the locus of control in this area. Therefore, the prevailing nature of the assessment of appearance by psychology students determines their existential life fullness, the ability to bear responsibility for their behavior and has a certain relationship with views on the ideal person and personality. Thus, the existential life orderliness and the sense of freedom of future psychologists is largely determined with their orientation to the opinion of other people regarding their appearance, the conformity of their appearance and the manner of dressing according to the appropriate standards in society. We can explain this with the influence of another factor – the majority of the studied sample are women, who, accordingly to cultural features, pay more attention to their appearance and find it important. Focus on others' opinions or own beliefs in the field of appearance are a significant factor in the

self-actualization of future psychologists. This once again proves in favor of the unity between different spheres of personality as a complete biopsychological system, where every component is important.

The eighth factor "Motivation as a factor of psychology students self-actualization" (3.046% of the total variance, the factor weight is 2.528) reflects the important role of the motivational factor in professional development. This factor is formed with the variables of internal and external positive and negative motivation. This factor is well-known, because scientists have proven that the professionalization and self-actualization of a specialist is based on a motivation factor, mainly on an internal or external positive direction. It is diagnostically significant that variables from this factor are not related to other indicators of psychological diagnosis.

The ninth factor "Informal education as a significant factor of self-actualization of the future psychologist" (2.732% of the total variance, the factor weight is 2.268) reflects the variables that were obtained from the results of the author's questionnaire and relate to the effectiveness and efficiency of the implementation of informal education. The content of the factor reflects the important role of informal education in the formation of the personality of a specialist psychologist. At the same time, receiving informal education, passing additional trainings, attending seminars and symposia for future psychologists is an important aspect of their professional growth and development. Therefore, informal education is an important factor in the professional formation of psychologists and contributes to their self-actualization.

The tenth factor "The presence of clear professional plans as an indicator of the realization of a future psychologist during studying" (2.311% of the total variance, the factor weight is 1.918) reflects a significant indicator of the formation and realism of professional plans as a factor of psychologist's self-actualization. This factor includes the variables obtained from the results of the author's questionnaire, which relate to the assessment of the presence of professional plans and the assessment of own professional readiness. Such a connection seems logical to us, since the desire of an alumnus to work in the future in the chosen specialty is a significant manifestation of professional self-actualization of a future specialist.

The eleventh factor "Lack of professional experience as a basis for the emergence of professional inferiority and anxiety feelings" (2.249% of the total variance, factor weight is 1.895) is one of the most interesting in this analysis. This factor is formed with variable feelings of inferiority and anxiety obtained from the results of the "House-Tree-Man" and assessments of the availability of professional experience based on the results of the author's questionnaire. Taking into account such a connection of data, we can postulate that the lack of professional experience in the role of practical psychology is a significant factor in the emergence and generalization of the anxiety feeling among psychology students regarding their future. Thus, the lack of real situations of professional activity among psychology students prompts them to feel anxiety and inferiority, which we define as signs of a crisis of professional readiness.

4. Conclusions

The factor structure of data distribution reflects a fairly clear relationship between the process of psychology students' professional self-actualization and their signs of a professional readiness crisis. In particular, it was found that the respondents' difficulties in self-actualization (professional and life spheres) determine their symptoms of distress, frustration and emotional exhaustion. At the same time, it is the lack of professional experience that provokes feelings of anxiety and inferiority among future specialists. Also, the revealed pattern of dependence

between the professional self-actualization of the sample representatives and their focus on evaluating their own appearance is interesting. Significant manifestations of successful self-actualization are the presence of a clear professional plan and involvement in informal education of future psychologists. An important factor in the professional self-actualization of psychologists is the functioning of the emotional sphere indicator, its harmony and coherence. The results of the factor analysis once again confirmed the previously known regularities of the motivational factor, locus of control and emotional characteristics influence on the process of self-actualization of future specialists.

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