UDC: 159.9
DOI: https://doi.org/10.24195/2414-4665-2017-9-12

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FACTORS AFFECTING THE DEVELOPMENT OF SELF-REALIZATION AMONG STUDENTS OF DIFFERENT PROFESSIONS

In this research work, the relationship between self-realization of students of different specializations, educational level, gender and also, socio-economic status (high or low) in terms of their academic achievement is investigated. Unlike female students, there is a positive significant correlation between the level of male students' self-realization and their academic achievement ($p<0.05$, $r=-0.154$). There are also some significant correlations between their motivation of being well-educated professionals and self-perception ($r=0.34$**, on the level of $p<0.001$), cognitive demands ($r=0.35$**, on the level of $p<0.001$), self-assessment ($r=0.36$**, on the level of 0.001), creativity ($r=0.24$**, on the level of $p<0.001$), behavioural flexibility ($r=0.22$*, $p<0.05$). It means that the correlation between the students' self-realization and level of professionalism is bilateral. The student who has got high self-realization level considers himself/herself an independent one, is more interested in using creative methods in education and is motivated by positive dynamics of academic achievements. On the contrary, the students having low self-realization level tend to be governed, as a rule they have negative worldview and appreciate others.*

Keywords: *student, self-realization, self-esteem, academic achievement, professional counseling.*

Introduction

Transformations in the development trends of the society, including Azerbaijan's integration into the world community, and the establishment of civil society have brought changes in the tasks of education as an important issue. Today, education has become an active factor in the development of the society. Issues such as the emergence of global tendencies in education, establishment of a single information and educational institution, transition to continuous education etc. set strict requirements for staff training. Today, person's education level/professionalism is measured by the level of self-development and self-improvement abilities, comprehensive self-realization arising from social orders and self-recognition in the society and in his/her profession. It should be noted that reasons for a number of failures are directly related to internal factors of personality, as well as self-realization in the professional direction taking into consideration the importance of training and professional activity. It is mentioned in the educational projects of European Council and UNESCO that the world needs specialists who are capable of cooperation in a successful and productive way, take responsibility, have ability to use latest technologies and achieve self-realization. Advantageous educational and high academic indicators are not enough for the development of such specialists; so, students must be able to realize themselves. Today, there is an increasing demand for self-realization.

It must be taken into consideration that a demand for self-realization and preparedness for it is increasing beyond the object of scientific research and in the most extensive layers of the society. Previously, a significant increase in person's interest as the subject of self-realization has never been observed as it is now. In fact, it can be assumed that self-realization becomes the component of motif and aim in the person's life day by day (E. V. Galajinski, 2012).

Studies conducted (Ryan R.M., Deci E.L. 2001) show that directions for students to realize themselves in various fields of profession are different and are subject to psychological mechanisms. Based on the study of self-realization phenomenon from historical and psychological point of view, we can say that there are still enough aspects of this phenomenon which have not been revealed. For example, why cannot students with creative qualities important for self-realization find themselves in the life, but on the contrary, why can students with low creativity gain more achievements? Or in case there is a favorable educational atmosphere and students have higher academic indicators, the level of self-realization is low. How can this be explained?

According to the supporters of humanistic psychology, self-realization is a congenital tendency directed to self-expression and self-actualization (J. Bugental, K. Goldstein, A. Maslow, R. May, G. Allport, E. From and others). Education and social environment must create conditions to actualize this tendency. Theoretical analysis focused on the study of self-realization phenomenon (Kormakova V.N. 2013, Shutenko L.K. 2012) allows to make such a conclusion that first of all, social and cultural conditions are additional resources for the development of students' self-realization from psycho-pedagogical point of view and it is one of the most important conditions for self-realization in the professional field. Secondly, favor-

able educational environment and social and cultural environment create conditions for students to transform professional field into the object of self-realization acting in the model of competitive behavior.

Observations show that students are not stimulated necessarily for self-realization in training and professional activity. This, in turn, adversely affects professional qualities and personality of prospective specialists. This is related to the fact that necessary recommendations have not been developed for stimulation of self-realization in this field. Analysis of psychological and pedagogical studies shows that the level of most students' self-realization is low and it is a harmful tendency for modern society.

Necessity and importance of the implementation of studies

One of the most important and main aims of the modern education is to create a basis for the realization of potential opportunities of students and increase the effectiveness of their education by continuously developing self-reliance. Teachers controlling this field, as a rule, clearly understand the importance of realization of potential opportunities of students and their further development. Therefore, they establish the educational process in such a way that it contributes to the formation of students' positive self-realization and self-esteem. And it is clear that the ability of improving motivation and self-confidence is one of the signs and duties of effective teaching (Burifi and Gud, 1986). The results of the studies dedicated to the issue and implemented practically are as follows:

1) increase in the level of self-realization in students positively affects the learning process (Purkey, 1970). It has been revealed that there is bilateral relations between the levels of self-realization and ability to learn.

2) self-esteem and self-realization in an adequate way affects interpersonal relations and it is also subjected to opposite effect (Kuper Smit, 1970). The scientist believes that persons having adequate self-esteem and self-realization levels, as a rule, may establish good relations with other people. Such persons are hired for senior positions in most cases.

3) self-realization positively affects creativity (Beyn and Coloms, 1999). The results of this study can be extremely useful in the university education related to the followings cases:

a) training of self-esteem and self-confidence which are the structural elements of self-realization in students, as a rule, improves motivation in educational process and leads the increase in the quality of education, as well as, students' making achievements.

b) improvement of self-realization and self-confidence in students forms moral values in certain ways and this prevents the emergence of problems between students.

c) positive self-realization forms commitment to the creativity and innovation in students.

d) increase of self-realization and self-confidence in students eliminates depressive states along with the development of personal qualities in them.

Aims of the study

General aim.

The determination of the relationship between the levels of self-realization with the academic achievement of students of Baku State University.

Specific aims:

a) the determination of the relationship between self-realization and academic achievement of students on the basis of gender, professional field, social activity, educational conditions and socio-economic status;

b) the determination of the difference between self-realization of students on the basis of various specialties (humanitarian and technical) and socio-economic conditions (high and low level).

Hypotheses of the study

1. There is an important and positive correlation between self-realization and academic achievements of students (main hypothesis).

2. There is an important and positive correlation between self-realization and academic achievements of male and female students (on the basis of gender division).

3. There is a positive and significant correlation between self-realization and academic achievements of students depending on the professional field.

4. There is a positive and significant correlation between self-realization and academic achievements of students depending on the socio-economic status (high and low).

5. There is a positive and significant correlation between students' motivation to study and self-realization.

Study questions

1. Is there any significant and important difference between self-realization and academic achievements depending on the socio-economic status (high and low) of students?

2. Is there any significant and important difference between self-realization and academic achievements depending on professional direction of students?

Variables that should be investigated

Self-realization is accepted as an independent variable and the achievement in education is accepted as dependent variable in this study. Gender, professional direction, social activity, educational conditions and socio-economic conditions are considered as moderator variables.

Research Methods

The mentioned study bears recommendation or advisory character in terms of application aims and from the point of view of the way of collection of information and this is implemented by means of correlation method. Correlation Researches are called for such researches that their main aim is to reveal the relations between the changing notions by using correlation information. The goal of correlation coefficient, to say mathematically, is the determination of the level and direction of relations

between some variables. Correlation coefficient is an exact method determining the relation of the compared notions, their dependence and as well the direction of these relations (positive or negative).

Correlation coefficient shows that grades in a certain field can be used for forecasting the grades in other fields. Therefore, we can say that correlation method is used for two main goals:

a) identification of relations between variables;

b) forecasting the appropriate value of subject given to other variables on the basis of other variables.

Study has the qualitative characteristics of the dependence of academic achievement of students with the self-realization level, as well as quantitative characteristics in relation to some variables as socio-economic condition (high and low) and residential places (local and non-local). So that qualitative and quantitative characteristics are jointly used in the identification of information in the study.

Statistics of the students

The study was conducted on students studying in various faculties of Baku State University in 2014. 368 persons participated in the study.

The results of the study were implemented by using the formula: $S = \frac{Z^2 NP(1-P)}{d^2(N-1)+Z^2P(1-P)} = 368$.

Creidge and Morgan (1970) proposed this formula for independent degree with the 95% reliability coefficient.

Selection of the persons that will participate in the study was implemented by means of random selection method. Proportional division of samples in relation to the size of layers is equivalent to the fraction of $\frac{n}{N}$.

Methods of the data collection

Two types of questionnaires were used as a rule for the collection of necessary information.

Firstly, a questionnaire was developed in order to examine individual characteristics and education, academic achievements, as well as their socio-economic conditions and professional direction of students. In addition to this, in this study we distinguish low and high levels of economic conditions of the students.

"Personality orientation" questionnaire which is the shortened form of SAT test by A. Shostrom was used for measuring the self-realization level of the respondents. It consists of 15 questions and measurement in 3 levels.

Psychometric verification and reliability of the test

The reliability of the methodology was determined in accordance with the sustainability criteria of the data (Shostrom E., 1996). All the questions and coefficients passed the critical point at a<0.01, the reliability coefficients of this test are higher than 90% for female and male students. Grades being so high are associated with the possibility of diagnosis of deep psychological characteristics of personality within the limited period.

Method for the data analysis

Information in practical analyses division was given in brief form in the tables. By paying attention to the various variables of the study, their absolute values and percent, as well as mean values and deviations were calculated.

As the research data have certain intervals in the final analyses mathematic static methods were used to analyze the data on self-realization and academic achievement levels. To this end, Pearson correlation coefficient was used to test the assumptions. Student's t-test was applied for finding significant differences between mean values of two independent groups. The obtained data were processed by means of SPSS-17.

Results of the study

Table 1.

Indicators of correlations between self-realization level and academic achievements of the students

Correlation coefficient	**Average**		**Self-realization**
Pearson correlation	1		0.141**
Significance level (bilaterally)	1	0.007	
N	368		368

. Correlation is significant at the level of 0.01 (bilateral**).

H_0: rxy = 0, H_1: rxy ≠ 0

As it is seen from Table 1, the option of zero denies paying attention to the degree of significance (p – value). Therefore, there is a positive and significant correlation between students' self-realization and academic achievement. It means that as students' academic indicators increase, the level of their self-realization also tends to rise. We can see it in the fact that this has a significant indicator at the level of p = 0.001.

Table 2.

Students' self-realization and academic achievement in terms of gender differences

	Correlation coefficient		Self – realization
Boys	Medium	Pearson correlation coefficient	0.154*
		Level of significance (bilateral)	0.014
		N	176
Girls	Medium	Pearson correlation coefficient	0.132
		Level of significance (bilateral)	0.167
		N	192

Note: * Correlation is significant at the level of 0.05.

As it is seen from Table 2, there is a positive and significant correlation between the level of male students' self-realization and academic indicators. However, there is no positive and significant correlation between the level of female students' self-realization and academic indicators. It should be mentioned that if an increase in the variables for one group is observed with an increase in the variables in another group or a decrease in the variables for one group is observed with a decrease in the variables in another group, there will be a positive correlation between two variable groups. So, we can conclude that academic indicators do not affect the level of girls' self-realization. On the contrary, learning indicators are proportionate to the level of self-realization. However, further measurements show that the level of girls' self-realization is higher than that of boys. However, it is not relevant for academic indicators. Of course, we compared the results of Bachelor and Master students to determine the dynamic indicators of self-realization in general.

Table 3.

Bachelor and Master students' self-realization and academic indicators

Education levels	Correlation coefficient	Medium	Self – realization
Bachelor	Pearson correlation coefficient	1	0.202**
	Level of significance (bilateral)		0.001
	N	280	280
Master	Pearson correlation coefficient	1	-0.048
	Level of significance (bilateral)		0.656
	N	88	88

Note: ** Correlation is significant at the level of 0.01.

As it is seen from Table 3, there is a positive and significant correlation between the

level of Bachelor students' self-realization and academic indicators which confirm the conclusion made (p=0.001, r=0.202*). However, there is a negative correlation between the level of master students' self-realization and academic indicators and it is not significant. This fact shows that the level of self-realization tends to dynamic changes in education.

Table 4.

Indicators of correlations between students' social and economic conditions and the level of self-realization

Social and economic conditions	Correlation coefficient	Self - realization	Medium
High	Pearson correlation coefficient	1	0.116
	Level of significance (bilateral)		0.097
	N	206	206
	Pearson correlation	0.116*	1
Low	Pearson correlation	0.184*	1
	Level of significance (bilateral)	0.019	.
	N	162	162

Note:* Correlation is significant at the level of 0.05 (bilateral correlation).

As can be seen from Table 4, there is a positive correlation between the level of self-realization and academic indicators of students with higher economic status. This correlation is significant at the level of p=0.05 and r=0.116*. However, there is also a positive correlation between the level of self-realization and academic indicators of students with lower economic status.

This correlation is significant at the level of p=0.05 and r=0.184*. This fact shows that if there is a dependence between social and economic status and s self-realization, equal result for both criteria makes this dependence insignificant. Therefore, the assumption of the dependence of students' social and economic status on the level of their self-realization is denied according to the statistical indicators of differences.

Table 5.

Statistical indicators of differences between students' social and economic status and the level of their self-realization

Position		N	Medium	Standard deviation	Standard mean error
Self - realization	High	206	32.4951	7.93925	0.55315
	Low	162	31.7840	7.63102	0.59955

Table 6.

Indicators of possible differences in free samples

		Levene's Test for Equality of Variances		Test for equality of means						
		Difference	Level of significance	t	Difference	Level of significance (bilateral)	Mean difference	Standard error difference	95% confidence interval of the difference	
									High	High
Self – realization	Probable equality of difference	0.143	0.706	0.868	366	0.386	0.7112	0.81962	0.90057	2.32296
	Probable equality of difference			0.872	351.644	0.384	0.7112	0.81574	-0.89316	2.31555

$H_0: \mu_1 = \mu_2 H_1: \mu_1 \neq \mu_2$

As it is seen from Table 6, paying attention to the degree of significance of t-test, the option of zero is not denied. We have concluded that there are no significant differences between the level of students' self-realization in terms of their social and economic status.

From Table 6 it is obvious that there is no correlation between self-realization and academic indicators of students of technical faculties. Additional surveys show that students of technical faculties do not see their profession as the object of self-realization in professional field. They emphasized that they would work not in their field of study, but in different areas after graduation. On the contrary, there is a positive and significant correlation between self-realization and academic indicators of the students of humanitarian facilities. This factor is characterized by the fact that they see their profession as the object of their self-realization. The results of the study once more have shown that in general, there is a positive and significant correlation between self-realization and academic indicators of students. This result confirmed the correlation at the level of $p<0.01$ in the of 14%. The result obtained is found in most of previous studies and it is in the same direction with them.

Table 7.

Correlation between self-realization and academic indicators of students of different faculties

Technical faculties	**Medium**	**Pearson correlation coefficient**	**1**	**0.061**
		Level of significance (bilateral)		0.482
		N	133	133
	Self – realization	Pearson correlation coefficient	0.061	1
		Level of significance (bilateral)	0.482	
		N	133	133
Humanitarian faculties	Medium	Pearson correlation coefficient	1	0.193**
		Level of significance (bilateral)		0.003
		N	235	235
	Self – realization	Pearson correlation coefficient	0.193**	1
		Level of significance (bilateral)	0.003	
		N	235	235

* Correlation is significant at the level of 0.01 (bilateral).

Table 8.

Statistical indicators of significant differences between students' self-realization and academic indicators based on their demographic indicators

Position		**N**	**Medium**	**Standard deviation**	**Standard mean error**
Self - realization	City	133	29.8947	8.41109	0.72933
	District	235	33.4766	7.13563	0.46548

According to the data presented in the Table 9, paying attention to the degree of significance of "T" test, the option of zero is denied. We can conclude that there are significant differences between students' self-realization in terms of professional direction. The survey has revealed that the level of self-realization of students of

technical facilities is lower than the one of the students of humanitarian faculties. This is appropriate for indicators that we obtained in the previous study. Here, difference is significant both in terms of academic indicators and also, faculties.

Table 9.

Indicators of possible differences in free samples

Self-realization	**Levene's Test for Equality of Variances**		**Free samples**						
	Difference	Level of significance	t	Difference	Level of significance	Mean difference	Standard error difference	95% confidence interval of the difference	
								High	High
Probable equality of difference	8.172	0.004	-4.332	366	0.000	-3.5819	.82687	-5.20786	-1.95585
Probable equality of difference			-4.140	239.061	0.000	-3.5819	.86521	-5.28628	-1.87744

Note: $H_0: \mu_1 = \mu_2$ $H_1: \mu_1 \neq \mu_2$

It must be taken into account that though the description of facts informs the presence of certain relations from statistical point of view, determination of factors standing behind these relations is necessary. Otherwise, the study cannot get rid of statistical descriptiveness. Therefore, we have analyzed data for some factors to reveal the ones affecting the formation of students' self-realization. So, the students' self-assessment, motivation for success, social activity and variables for courses were taken as basis.

First of all, we tried to determine any dependence between self-realization and self-assessment in the study. It is known that self-realization appears on the existence of some potential opportunities while an individual realizes and assesses his/her opportunities. In view of this, an attempt was made to compare the level of self-realization and the level of self-assessment of students studying at different faculties.

The adequacy of self-assessment has a serious impact on a person's success and failure in the life and creates a basis for the successful arrangement and execution of a specific activity. Correlation between the high level of most students' self-realization with self-assessment scales has been revealed. Respectively, the high level is 68%, medium level is 17% and low level is 15%. The flexibility of behavior at the high level of students' self-realization was 68% as high, 21% as medium and 11% as low level. Additionally, it has been determined that the medium level of most students' self-realization is compatible with the high level of self-assessment. All of these show that orientation towards a simpler way of life and a simple performance causes the manifestation of self-realization at the level of performance. Such students tend to conformism, they make decisions independently, try to adapt to a certain time frame and realize their demands and feelings at a lower level. The flexibility of their behavior is not observed and they do not make any attempts to realize values in their behaviors. Most of such students have lower self-assessment and mention that they cannot cope with this or that work. The most important thing is that the motivation of creative activity almost does not show itself. This shows that not only one, but also a number of life scenarios are necessary for self-realization.

Pearson's linear correlation method was used to determine the reliability of the dependence between the level of self-assessment and the level of self-realization in the course of study.

Table 10.

Indicators of correlations between facilities

	Self – realization	**Achievement**
Self – assessment	-0.247**	-0.155*

Note: It is significant at the level of **p< 0.01 and *p< 0.05.

As can be seen from Table 10, there is a weak correlation between the level of students' self-assessment and self-realization according to the faculty and their achievements at the level of p≤0.01 and p≤0.05 (r=-0.247**; r=-0.155*). It shows that as the level of self-assessment increases, the level of self-realization can also increase in the linear correlation. Such a situation is also obvious concerning the achievements.

As can be seen from Table 11, there is a significant correlation between the scales of self-assessment and self-realization of the students of humanitarian faculties. So, it was revealed that there is a correlation between self-assessment and self-esteem (p≥0.01; r=0.405**), self-understanding (p≥0.01; r=0.360**), values of wealth (p≤0.01; r=-0.301**), aggressiveness (p≤0.01; r=-0.361**) and sensitivity (p≤0.01; r=-0.290**). In addition, as students' self-assessment increases, the level of aggressiveness and sensitivity becomes low. All these show that special attention must be paid to self-esteem and self-understanding in the development of self-realization and raising its level.

Table 11.

Correlation between the scales of self-assessment and self-realization at humanitarian faculties

Scales of self-realization	Scale of self-esteem	Scale of self-understanding	Scale of values of wealth	Scale of aggressiveness	Scale of sensitivity
Self - assessment	0.405**	0.360**	-0.301*	-0.361**	-0.290*

Note: It is significant at the level of**p< 0.01 and * p<0.05.

As it is seen from the Table 11, unlike the humanitarian faculties, economic conditions in science faculties appears as the main factor and there is a significant correlation between self-assessment (p≥0.01; r=0.374**), sensitivity (p≤0.01; r=-0.367**), synergy (p≤0.05; r=-0.276*) and cognitive needs (p≤0.05; r=-0.326*). It shows that students' self-assessment is correlated with economic conditions and the attempt for self-realization becomes active when there is a significant correlation between self-assessment, sensitivity, synergy and cognitive needs.

Table 12.

Indicators of correlation between self-assessment and self-realization of students of science faculties

Scales of self – realization	Self – assessment	Sensitivity	Synergy	Cognitive needs
Social and economic condition	0.374**	-0.367**	-0.276*	-0.326*

Note: It is significant at the level of**p< 0.01 and *p< 0.05.

At the same, it is obvious from the Table 12 that there is a positive correlation between the levels of self-realization and social and economic conditions (p≥0.01; r=0.362**). It shows that as economic condition gets increased, the direction of self-realization is changed.

Table 13.

Correlation between social activism and self-realization of students of technical faculties

Scales of self – realization	Cognitive needs	Creativity
Social activism	-0.475**	-0.292*

Note: It is significant at the level of **p< 0.01 and *p< 0.05.

As it is shown in Table 13, there is a basis for opening potential opportunities of students of technical faculties that are involved in social activism and it strengthens the perspectives of self-realization on the background of two scales (cognitive needs at the level of p≤0.01; r=-0.475** and the scale of creativity at the level of p≤0.05 and r=-0.292*). Correlation between social activism and self-realization of students of humanitarian facilities has not been revealed.

Table 14.

Correlation between the scales and high level of self-realization for courses

	flexibility of behavior	Spontaneity	Relation	Cognitive needs	Creativity
High level of self – realization	-0.345*	0.290*	-0.397**	0.370**	0.369**

Note: It is significant at the level of **p< 0.01 and *p< 0.05.

It is obvious from Table 14 that there is a significant correlation between high levels of self-realization (at the level of p≤0.01 and r=-0.419**) and the indicators such as flexibility of behavior (p≤0.05, r=-0.345), spontaneity (p≤0.05, r=-0.029), relation (p≤0.01; r=-0.397**), cognitive needs (p≤0.05,r=0.370**) and creativity (p≤0.05,r=0.369**). It shows that levels of self-realization are higher when some of its scales, as well as the indicators of components such as flexibility of behavior, spontaneity, relation, cognitive needs and creativity are high. Rising these components for courses creates a basis for increasing the level of self-realization.

As can be seen from Table 15, there is a correlation between the level of students' achievements and most scales of self-realization (adaptation to time, support, values of wealth, flexibility of behavior, sensitivity, spontaneity, self-esteem, self-understanding, ideas about the nature of a man, synergy, cognitive needs and creativity. The most interesting thing is higher level of correlation coefficient between creativity and achievement.

Table 15.

Correlation between the levels of achievements and scales of self-realization for courses (a)

Scales of self-realization	Adaptation to time	Stability	Values of wealth	Flexibility of behavior	Sensitivity
Achievement	0.468**	0.539**	0.573*	0.291*	0.284*

Note: It is significant at the level of **p< 0.01 and *p< 0.05.

Table 16.

Correlations between the level of achievement and the scales of self-realization for courses (b)

Scales of self-realization	Spontaneity	Self-esteem	Ideas about the nature of man	Synergy	Cognitive needs	Creativity
Achievement	0.505**	0.392**	0.385**	0.499**	0.570**	0.462**

Note: It is significant at the level of **p< 0.01 and *p< 0.05.

As it is shown in Table 16, here, creativity is not potential opportunity, it becomes an element of behavior (p≥0.01; r=0.462**). If creativity becomes the element of behavior, preparedness for self-realization gets increased.

Table 17.

Correlation between the achievement, grades and scales

	Learning grades	Self-assessment	Stability	Behavior	Spontaneity	Synergy	Cognitive needs	Creativity
Achievement	0.269*	0.280*	0.446**	0.324*	0.326*	0.277*	0.495**	0.419**

Note: It is significant at the level of **p< 0.01 and *p< 0.05.

As it is presented in Table 17, there is a significant correlation between learning grades and achievement in technical faculties (p≥0.05; r=0.269**). It shows that self-realization is proportionate to the increase of learning

grades. At the same time, it has been revealed that there is an important correlation between learning grades and values of wealth of students at the level of p≥0.05 (r=0.330*).

Table 18.

Correlation between social activism and grades, values of wealth and spontaneity

	Learning grades	Values of wealth	Spontaneity	Scale of stability
Social activism	-0.630**	-0.368**	-0.297*	-0.293 *

Note: It is significant at the level of **p< 0.01 and *p< 0.05.

As it is shown in Table 18, there is a significant correlation between students' social activism and their learning grades, values of wealth and spontaneity. Facts show that high level of social activism does not mean high training grades (at the level of (p≤0.01; r=-0.630**). If students attempt for self-realization in different fields of social activity, it is related with the motifs of self-realization. There is a significant correlation between the level of self-realization and the scale of stability (at the level of (p≤0.05; r=-0.293*)

Table 19.

Correlation between sensitivity, aggression and cognitive needs

	Sensitivity	Aggression	Cognitive needs
Economic condition	0.309*	-0.267*	-0.340*

Note: It is significant at the level of *p< 0.05.

As it is seen from Table 19, there is a significant correlation between economic condition and sensitivity (p=0.05, r=0.309*), aggression (p=0.05, r=-0.267*) and cognitive needs (p=0.05, r=-0.340*). Correlation between economic conditions and sensitivity is more significant than others. Correlation between aggression and cognitive needs is weak, but it exists.

Table 20.

Correlation between tests

	Achievement	Flexibility of behavior	Synergy	Aggression	Relation	Creativity
Self – assessment	-0.280*	0.319*	0.271*	0.481**	0.322*	-0.295*

Note: It is significant at the level of **p< 0.01 and *p< 0.05.

According to Table 20, a significant correlation between values of wealth and self-assessment (at the level of p ≤0.05) and social activism (at the level of p≤0.01) of Master students has been determined. At the same time, it has been revealed that there is a significant correlation between self-realization of Master students and adaptation time (at the level of p≤0.05; r= -0.747*).

Table 21.

Indicators of correlation between values of wealth and self-assessment and social activism of Master students

	Self – assessment	Social activism	Adaptation to time	Achievement
Values of wealth	-0.744*	-0.977**	-0.747*	0.817*

Note: It is significant at the level of**p< 0.01 and *p< 0.05.

Facts show that achievements of Master students are directly proportionate to their potential opportunities (at the level of p≥0.05; r=0.817*). Summarizing the results, we can see that there is a significant dependence between some scales of self-realization and the level of self-assessment. So, there is a significant correlation between adaptation to time (r≤0.05), values of wealth (r≤0.05), sensitivity (r≤0.05), spontaneity (r≤0.01), self-esteem

(r≤0.01), self-recognition (r≤0.05), ideas about the human nature (r≤0.01), synergy (r≤0.01), recognition of aggression (r≤0.01), communicability (r≤0.05), cognitive needs (r≤0.01), and creativity (r≤0.01).

Statistic calculations show that as the level of self-assessment increases, both Bachelor and Master students feel less gap between time interval, they try to achieve their goals and manage their emotions and feelings. This fact is also indicative of high self-assessment and reflection ability. Avoiding irrelevant anxiety and management of emotions helps to realize potential opportunities and focus them on necessary directions. Such students do not refrain from demonstrating their emotions, they accept anger and aggressiveness as natural and assess human nature positively. They make an attempt both in pedagogical process and also they can establish a deep emotional communication with people in everyday life, they attempt for new achievement in training and in most cases, they achieve it.

Table 22.

Correlation between educational motifs and self-realization of students of different faculties

	Self-realization	**Cognitive needs**	**Self-assessment**	**Creativity**	**Flexibility of behavior**
Being a highly qualified specialist	0.34**	0.35**	0.24*	0.36**	0.22*
Getting in-depth and comprehensive knowledge	-	0.37**	-	-	0.26**
Ensuring the success of future profession	0.38**	-	0.32**	-0.43**	- 0.54*
Self-identity	0.58**	0.21*	0.42**	-	0.27*
Getting intellectual pleasure	0.44**	0.46**	-	-	-
Being awarded with a diploma	-	-	0.56**	-	0.35*

The qualities of self-realization of students who try for high self-assessment is adequate. It enables them to actualize themselves in a positive direction. Medium level self-assessment is relevant to the medium level self-realization. That is, here, opportunities are not fulfilled in a proper way.

Low level self-assessment of students is relevant to low level self-realization and it shows that the assumption put forward is confirmed from the statistical point of view. Though there are different points on other motifs, but indicators for the main ones are almost same and near to each other. This fact shows that necessary motifs prevail in the hierarchy of educational motifs at all three facilities. However, it does not confirm that there is a direct dependence between self-realization and educational motifs. Therefore, using mathematical and statistical methods, we tried to study this issue.

As it is shown in Table 22, there is a significant correlation between students' educational motives and self-realization. However, they are not for all scales, they are more significant for only some of them. There is a significant correlation between self-understanding (r=0.34**, p<0.001), cognitive needs (r=0.35**, p<0.001), self-assessment (r=0.36**, p<0.001), creativity (r=0.24**, p<0.001), flexibility of behavior (r=0.22*, p<0.05). It means that correlations between students' motifs of being highly qualified specialists and self-realization are bilateral. Cognitive needs (r=0.37**, p<0.001) and flexibility of behavior are correlated with the motif of getting in depth and comprehensive knowledge. There is a significant correlation between the motif of ensuring the success of future profession and self-realization (r=0.38**, p<0.001), self-assessment (r=0.32**, p<0.001), creativity (r=-0.43**, p<0.001), flexibility of behavior (r=-0.54*, p<0.05). However, as it can be seen from Table, these correlations are weak in the scales of creativity and flexibility of behavior or it is of a nature of tendency. There is a significant correlation between students' self-recognition and self-realization (r=0.58**, p<0.001), cognitive needs (r=0.21**, p<0.001), self-assessment (r=0.42**, p<0.001), flexibility of behavior (r=0.27*, p<0.05). There is a significant correlation between students' motif of getting intellectual please and self-realization (r=0.44**, p<0.001), cognitive needs (r=0.46**, p<0.001). As can be seen from Table 22, there is a significant correlation between students' motif of being awarded with a diploma and self-assessment (r=0.56**, p<0.001), and flexibility of behavior. This fact

prevails for female students, and it shows that girls prefer being awarded with a diploma mostly. It can be concluded that using necessary motives can develop students' self-realization. We suggest that the development of self-realization increases the level of self-assessment which forms self-confidence, that is necessary to focus on potential opportunities of professional orientation.

Discussion and conclusion

The results of the study have shown that there is positive significance correlation between the self-realization level and academic achievement of the students. This verified the final correlation $p<0.01$ in the 14% interval. This result is confirmed with the outcomes of the previous study.

It should be noted that a number of studies and researches have been implemented on increasing the level of self-realization with the educational level. Some obtained results verified the existence of such relations, their causes and violation, as well as, correlation between minimum two factors.

Related to this, K. Smit (1969) determined that the high level of self-actualization defines the achievement factor, especially, the factor of academic achievement. M. AliKhan, N. Rehman and S. Javed (2012), E. F. Yashenko (2006), W. Burleson (2005), L. A. Korostileva (2000), M. Q. Golubchikova (2003), K. N. Burkin (2004) and others stated that there is positive and significant relation between the increase of self-realization level and educational level.

Generally, the conducted researches and studies confirm that when the student positively assesses himself/herself and is ready for self-realization, as a rule, she/he will have the opportunity to solve the problems easily. And this will have an important role in student's academic achievement, his/her independent thinking and learning process and having more creativity.

The student having high level of self-realization feels independent, uses creative methods in learning and therefore positive assessment of academic achievement motivates him/her to study. On the contrary, the students having low level of self-realization are usually governed and have negative worldview. Such people are afraid of being rejected by others and lack self-confidence.

Another result of the conducted research is the positive and significant correlation between self-realization level and academic achievement in non-local students. Such a result of the study confirmed the correlation in $p<\%1$ degree in the volume of 19%. However, such a relation was not confirmed in other studies.

We should also note that the advisory results of this study have been shown that the academic achievement with the level of self-realization of students of humanitarian faculties is higher than the academic achievement with the level of self-realization of students of technical faculties. From this point of view, the confirmation of the significance of the difference of self-realization level between two groups gave the answer for one question related to the study from statistical point of view. And the question was: "Is there any significant difference between self-realization level of students of humanitarian and technical faculties?" So in this way, it was known as a result of the implementation of a test that there is significant difference between self-realization level of students of humanitarian and technical faculties. At the same time, it has been confirmed that the self-realization level of students of humanitarian faculties is higher than the students of technical faculties. Significant differences have not been noted between self-realization level of students in terms of their socio-economic conditions. So that the assumption on one group's having higher degree on self-realization level than other one has been cancelled. Thus, we have concluded that socio-economic conditions cannot affect self-realization level. However, studies and researches conducted by Frost, Tagart, Klayson and Denis (1991) and others confirmed that there is positive correlation between these two variables.

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ФАКТОРИ, ЩО ВПЛИВАЮТЬ НА РОЗВИТОК САМОРЕАЛІЗАЦІЇ СТУДЕНТІВ РІЗНИХ ПРОФЕСІЙ

У статті досліджено зв'язок між самореалізацією студентів та академічними досягненнями залежно від рівня освіти, статі, а також соціально-економічного статусу. В експерименті взяли участь 368 студентів різних спеціальностей державного університету Баку. Для вивчення індивідуальних особливостей та рівня освіти, академічних досягнень, а також їх соціально-економічного статусу та професійного спрямування було розроблено спеціальну анкету. Для вимірювання рівня самореалізації студентів було використано анкету «Особистісна спрямованість» (Самоактуалізаційний тест А. Шострома в адаптації автора статті). За результатами проведеного дослідження було зроблено висновок, що, на відміну від студенток, у студентів-чоловіків існує значна позитивна кореляція між рівнем самореалізації та академічними досягненнями ($p < 0,05$, $r = -0,154^*$). Існують також значущі кореляції серед мотивацією студентів бути фахівцями своєї справи та самоповагою ($r = 0,34^{**}$ на рівні $p < 0,001$), когнітивними вимогами ($r = 0,35^{**}$) на рівні $p < 0,001$), самооцінюванням ($r = 0,36^{**}$ на рівні 0,001), креативністю ($r = 0,24^{**}$ на рівні $p < 0,001$), гнучкістю поведінки ($r = 0,22^*$, $p < 0,05$). Це означає, що кореляція між самореалізацією студентів та академічною успішністю є двосторонньою. Зроблено висновок, що для покращення самореалізації учнів потрібно розвивати їхню мотивацію. Студент, який має високий рівень самореалізації, вважає себе незалежним, більше зацікавлений у використанні творчих методів в освіті та мотивований динамікою позитивних змін в академічних досягненнях. Навпаки, студенти, які мають низький рівень самореалізації, як правило, мають негативні погляди та низьку самооцінку.

Ключові слова: студент, самореалізація, самооцінка, академічні досягнення, професійне консультування.

Sumbitted on July, 21, 2017