

## SECTION: MEDICAL PSYCHOLOGY

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## PROFESSIONAL SAFETY IN A CAREER CHOICE PERIOD: EMPIRICAL EXPLICATION OF PROFESSIONAL RESERVES OF A PERSONALITY

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The article represents theoretical grounding and empirical determination of psychological reserves of a personality's professional safety in its career choice period. The main aspects of the suggested research position of theoretical analysis and program development of empirical diagnostic research have been outlined. Theoretical conceptualization of the problem touches consideration of personality's professional safety aspects in a career choice period and specifics experience of social satisfaction of young people as a feature of personality's readiness to improve the quality of professional and personal life in future. The developed program of empirical research as well as the complex of used methods of mathematical processing of the research results allows to concretize the content of social frustrational determination of a career choice in senior school age: the increased sequence of social frustration level parameters is reflected in the change of its psychological features from the emancipated independence and rational responsibility to the intellectual estrangement.

**KEYWORDS:** personality's professional safety, professional reserves, social frustration, professional self-determination, senior pupils.

## ПРОФЕСІЙНА БЕЗПЕКА В ПЕРІОД ВИБОРУ ПРОФЕСІЇ: ЕМПІРИЧНА ЕКСПЛІКАЦІЯ ПРОФЕСІЙНИХ РЕЗЕРВІВ ОСОБИСТОСТІ

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У статті представлено теоретичне обґрунтування та емпіричне визначення психологічних резервів професійної безпеки особистості в період вибору нею професії. Окреслено основні аспекти запропонованої дослідницької позиції теоретичного аналізу і розробки програми емпірико-діагностичного вивчення. Теоретична концептуалізація проблеми торкається розгляду аспектів професійної безпеки особистості в період вибору професії та специфіки переживання соціальної задоволеності юнаків як ознаки особистісної готовності підвищення якості професійного та особистого життя в майбутньому. Розроблена програма емпіричного дослідження, а також комплекс використаних методів математичної обробки результатів дослідження дає змогу конкретизувати зміст соціально-фрустраційної детермінації вибору професії в старшому шкільному віці: послідовність збільшення показників рівня соціальної фрустрованості відображена у зміні її психологічних ознак від емансипованої самостійності, раціональної відповідальності до інтелектуального відчуження.

**КЛЮЧОВІ СЛОВА:** професійна безпека особистості, професійні резерви, соціальна фрустрованість, професійне самовизначення, старшокласник.

## ПРОФЕССИОНАЛЬНАЯ БЕЗОПАСНОСТЬ В ПЕРИОД ВЫБОРА ПРОФЕССИИ: ЭМПИРИЧЕСКАЯ ЭКСПЛИКАЦИЯ ПРОФЕССИОНАЛЬНЫХ РЕЗЕРВОВ ЛИЧНОСТИ

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В статье представлено теоретическое обоснование и эмпирическое определение психологических резервов профессиональной безопасности личности в период выбора профессии. Определены основные аспекты предложенной исследовательской позиции теоретического анализа и разработки программы эмпирико-диагностического изучения. Теоретическая концептуализация проблемы касается рассмотрения аспектов профессиональной безопасности личности в период выбора профессии и специфики переживания социальной удовлетворенности юношей как признака личностной готовности повышения качества профессиональной и личностной жизни в будущем. Разработанная программа эмпирического исследования, а также комплекс использованных методов математической обработки результатов исследования позволяет конкретизировать содержание социально-фрустрационной детерминации выбора профессии в

старшем школьному візасті: послідовність збільшення показателів рівня соціальної фрустрованості зображена в зміні її психологічних ознак від емансипованої самостійності, раціональної відповідальності до інтелектуального відчуження.

**КЛЮЧОВІ СЛОВА:** професійна безпека особистості, професійні резерви, соціальна фрустрованість, професійне самоопределення, старшокласник.

**Introduction** Process of professional self-determination permeates an entire human life way, due to acquiring professional experience and realizing it in a particular professional activity, a personality continuously comprehends its real capabilities and ways to improve itself in a process of professional realization.

Such formulation undoubtedly raises the issue of its professional safety, which is still actualized during the studying period, more precisely, in the period of primary professionalization, the career choice and mastering it by means of acquirement of particular professional knowledge, abilities and skills takes place.

Scientific works that highlight different aspects of life and professional development of a personality are of great importance for our research, among them are achievements of K. Abulkhanova-Slavskaya, B. Ananiev, V. Bodrov, Zh. Virna, Yu. Zabrodin, S. Karpenko, I. Kon, N. Lohinova, I. Manokha, V. Morhun and others; the problem of semantic formations becoming of senior pupils in the theory of professional orientation is highlighted in elaborations of Ye. Klymov, V. Kolyanko, D. Leontiev, M. Priazhnikov, A. Fonariov, who determined the conceptual principles and preparation conditions of young people to the lifeway and professional self-determination.

**Aim and Tasks** of the proposed material is theoretical grounding and empirical determination of psychological reserves of professional safety of a personality in a period of its career choice.

**Research methods** Beginning with theoretical and methodological excursus into the problem of personality's professional safety, therewith we define the understanding of professional safety, which is reduced to the combination of current status and factors, that characterize stability and sustainability of a professional level of human development and enables to keep up a decent standard of living. Also professional safety may be regarded as a system of providing measures aimed at human protection from internal and external threats in the sphere of professionalization, concerning questions of survival in crisis conditions, protection of vitally important professional interests, creation of internal immunity and external protection from destabilizing influences and possibility to provide decent living conditions and sustainable development of a personality (Lazorko, 2015).

With such interpretation of this psychological phenomenon it becomes clear that the central figure in the psychology of professional safety is human, who becomes the subject of professional realization only in the process of socialization, which significant importance corresponds to the senior school age. Significant changes take place during this period, which characterize the transition of self-consciousness to the qualitatively new level.

In early adolescence, the most favorable conditions for the social realization necessity formation are created in unity of three components (Feldstein, 1980). The basis of cognitive component - is scientific world outlook, which is actively formed in adolescence. Motivational component of social realizability includes qualitative leap into the development of self-consciousness - in the foreground stand the issues related to the awareness of the own place in the society, responsibility for own behavior, that goes some kind of "fitting" oneself to the society. On the basis of the formed scientific world outlook and developed self-consciousness, occurs the choice and implementation of a certain behavior line by young people, which represents the behavioral component of social realizability.

Thus, emphasizing the diversity of self-determination of a senior pupil, we distinguish in it the subject's intention to identify oneself in the world as the main feature, that is to understand oneself and own capabilities, along with the understanding of own Self and own destination in life (Kon, 1989). Another important thing which we use in our research: self-determination formation does not presuppose any unified general line of

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development, but the existence of a number of options for its manifestation. This is led us to the idea of well-known advantage of carrying out the individually-oriented research in order to study professional reserves of a young person. In our opinion, particularly mental states manifested in psychic activity, are those central features of expressed effective and qualitative characteristics of activity that human performs.

Theoretical conceptualization of this problem is impossible without consideration of experience aspects of social satisfaction of young people, what in our opinion, not only outline more clearly the image of future professional realization, but also is the central feature of the intention to improve the quality of professional and personal life in future. Therefore, the logical is the consideration of social frustration of a personality, which is expressed in the dissatisfaction with the social achievements in the main aspects of life activity, namely, is complete opposite to the social satisfaction. In senior school age when the "sense of adulthood" forces young people to show autonomy in solving life problems, exactly the social frustration tends the sharpened manifestation due to the peculiarities of the youthful desire "to own the world" and to demonstrate active reaction to the different events of surrounding life (Erikson, 1996).

For empirical confirmation of the formulated by us theoretical positions concerning the empirical explication of psychological reserves of a personality's professional safety in a career choice period and justification determination of the use of the proposed diagnostic facilities, the research on the sample of graduation classes' pupils, which consisted of 180 people, have been made. The research work has been carried out on the basis of Lutsk comprehensive schools (No. 10, 20, 22, 24). During the formation of the sample totality, the requirements to its content and equivalence were observed. Following the equivalence criterion was expressed in normal distribution of empirical data obtained from the total sample.

Among diagnostic techniques have been used the following methods: Diagnostics of social frustration level of a personality by L. Vaserman (modified version); Determination of professional orientation by J. Holland; Determination of professional settings of teenagers by I. Kondakov; "Health attitudes index" developed by S. Deriabo and V. Yasvin; Determination of mental states of schoolchildren by A. Prokhorov; Determination of professional orientation by J. Holland; Social competence scale by A. Prykhozhan; High School Personality Questionnaire (HSPQ) by R. Cattell, R. Cowan; State-Trait Anxiety Inventory (STPI) adapted by A. Andreyeva; Personality questionnaire by H. Eysenck; Self-Concept Scale (PHSCS) by E. Piers, D. Harris, adapted and standardized by A. Prykhozhan. In data processing have been used such methods of mathematical statistics: analysis of variance (ANOVA) and factor analysis. Statistical data processing has been made by using computer software SPSS for Windows, version 13.0 (Buhl, 2005).

For statistical and mathematical empirical data processing, primarily, all understudied have been distributed into 3 groups by the manifestation level of their social frustration indicators: Group 1 – senior pupils with high level of social frustration (41.1% of the total sample), group 2 – medium level (35.6%), group 3 – low level of social frustration (23.3%). Analysis of variance (ANOVA) has been used to determinate statistically significant differences in diagnostic scales indicators of the proposed methods.

**Research results** The results have demonstrated the absence of statistically significant differences between three groups in the following diagnostic indicators as: realistic type of professional orientation, artistic type of professional orientation, positive volitional states, positive emotional states, Q4 factor, popularity among peers in Self-concept structure, external and physical attractiveness in Self-concept structure, extra / introversion. That is, social frustration level does not make the determining influence on the manifestation formation and specificity of the above mentioned personality characteristics and psychological peculiarities of senior pupils during the career choice. At the same time, most diagnostic scales statistically significantly differentiate the understudied groups according to social frustration on the level from  $p \leq 0.05$  to  $p \leq 0.001$ .

The next stage of the obtained empirical results analysis was carrying out of factorization that took place using the method of Principal Components with their following next Varimax rotation. R. Cattell's Scree test has been used for the determination of the number of factors. Justification of implementation of the factor

analysis method of accumulated empirical data has been verified with the help of Kaiser-Meyer-Olkin criterion: correlation values between factor and variables less than 0.5 within its structure have been not taken into account during the factorization results analysis.

Factor structure of psychological peculiarities of professional reserves of senior pupils with low social frustration level is given in the Table 1:

Table 1

Factor structure of psychological peculiarities of professional competence of senior pupils with low social frustration level

Diagnostic scales	Component						
	1	2	3	4	5	6	7
Behavior	.834						
Positive psychophysiological states	.614						
Anxiety	-.556						
Business type of professional orientation		-.686					
Realism-optimism		.659					
Autonomy		.630					
Factor E (conformality – dominance)		-.593					
Independence – dependence			.753				
Social type of professional orientation			-.730				
Decisiveness – indecisiveness				-.790			
Factor O (confidence – anxiety)				.563			
Underestimated – overestimated self-assessment				.517			
Negative intellectual states					.853		
Factor C («Self» weakness – «Self» power)						-.736	
Factor F (self-restraint – expressiveness)						.647	
Communication development							.812
Negative communication states							-.774

By the factor analysis results, seven basic components have been identified, that determine the psychological peculiarities of professional competence of senior pupils with low social frustration level. Concretized factors describe almost 70% of data set variance, testifying about the high reliability of the obtained results by applying the factor approach per determined variables.

The first factor "*Positive behavior*" (13% of variance) contains behavior correctness and adequacy features of senior pupils, their self-confidence shows responsible attitude to own capabilities; expressed manifestation of positive psychophysiological states blocks the anxiety, and therefore confirms the positive feeling of satisfaction with real life. The second factor "*Real enthusiasm*", explaining the 11.7% of features variance, is determined by such characteristics as lack of intention to leadership, recognition and personal status in future professional realization; these senior pupils single out the sphere of real realizability due to the formed attentiveness, friendliness, ability to make independent decisions; subordination features are manifested in compliance, uncertainty, lack of initiative and shyness. The third factor "*Independence*", explaining 9.6% of features variance, displays characteristics of independence, which is manifested in self-sufficiency, self-confidence and practicality of respondents of this group; their intellectual straightness blocks

social skills in the sphere of professional realization. The fourth factor "*Resolution*" explains 9.4% of features variance and combines the features of independence, operational ability to make decisions, self-confidence and faith in own strength and abilities, expressed feeling of own dignity and practicality of ideas and concrete actions. The fifth factor "*Intellectual nihilism*" (8.7% of variance) is determined by the dominant background of negative intellectual states that contribute to manifestations of thinking categorism, conservatism and critical assessment of reality. The sixth factor "*Expressiveness*" (8.5% of variance), brings together such personality and behavioral features as cheerfulness, vigorousness and impulsiveness that are often accompanied by inability to manage emotions; gesticulation and facial expressions are accompanied by undisguised bad mood and negative emotions. The seventh factor "*Sociability*" (8.4% of variance) has the strongest connection with such psychological characteristics as abilities; considerable reserve of communicative skills determines the general positive background of soundness.

Further application of factor analysis to the data, obtained in the course of constating experiment, was intended to establish the psychological peculiarities of professional competence of senior pupils with medium level of social frustration (Table 2):

Table 2

Factor structure of psychological peculiarities of professional competence of senior pupils with medium social frustration level

Diagnostic scales	Component				
	1	2	3	4	5
Attitude to own responsibilities	.859				
Self-confidence	.826				
Factor E (subordination – domination)		.797			
Cognitive attitude to health		-.552			
Autonomy			.790		
Emotional attitude to health			-.603		
Anxiety			-.515		
Family status				-.810	
Conventional type of professional orientation				.717	
Factor F (self-restraint – expressiveness)					.796
Negative intellectual states					.634

The determined factors describe more than 67% of data set variance. In particular, the first factor "*Responsibility*" (15% of variance) contains characteristics of a senior pupil as conscientious, executive, responsible and self-confident person; the formed purposefulness finds its expression in social activity and personality self-assertion. To the second factor "*Domination*" (14.8% of variance) were included such features as developed sense of ownership, obstinacy, self-confidence and self-sufficiency, that is reflected in their scornful attitude to own health. The third factor "*Autonomy*" (13.7% of variance) generalizes the main features of social competence of a senior pupil, characterizing its personality demand to oneself and to the other people, and also the formed skills of motivated certainty, which contributes to the subject's realizability. The fourth factor "*Conventional type*" (12.4% of variance) accompanies the expressed conventional type of professional orientation of these senior pupils by the features of conservatism and dependence, about what confirms the unformed block of Self-concept in the scope of satisfaction status of these senior pupils in the families. The fifth factor "*Self-restraint*" (11% of variance) is characterized by the formed caution, and also by such features

of purposeful behavior, where stress resistance and expressed confidence concerning own actions and deeds are manifested. Factor structure of the measured parameters of professional competence peculiarities of senior pupils with high social frustration level is represented in the Table. 3:

Table 3

Factor structure of psychological peculiarities of professional competence of senior pupils with high social frustration level

Diagnostic scales	Component						
	1	2	3	4	5	6	7
Positive communication states	.834						
Positive motivation states	.769						
Positive psychophysiological states	.764						
Factor Q2 (conformism - non-conformism)		.818					
Positive intellectual states		.694					
Anxiety			-.732				
Factor A (isolation-communicability)			.709				
Anxiety				.878			
Negative volitional states					.841		
Social type of professional orientation					.610		
Factor F (self-restraint – expressiveness)						.924	
Intelligence							.940

The determined factors describe more than 76% of data set variance, indicating the high results reliability. The first factor *"Emotional comfort"* (16.3% of variance) has taken to its content the openness features of feelings and emotions expression of senior pupils, since their main characteristic is desire to be socially useful and unselfishly help all people; their motivational balance reflects the steady dominance of positive motivation and communication, which is manifested in behavioral prudence and attentiveness. The second factor *"Conformity"*, explaining 11.7% of features variance, outlines the compliance signs and willingness of senior pupils to obey other people; while the intelligence level helps to be concentrated and maximally express emotional thinking orderliness, frankness and naturalness of thoughts. The third factor *"Prudence"* (11% of variance) by its psychological content integrates features of mistrust, skepticism and aggressive straightness of senior pupils of this group. The fourth factor *"Anxiety"* (10.5% of variance) took shape of eponymous indicator and confirmed blocking of confidence, balance and emotional stability of these senior pupils. The fifth factor *"Social type"* (about 9% of variance) is formed by expressed professional orientation with using social skills in communication and establishing contacts, that is expressed in activity, humanity, empathy of these senior pupils; negative volitional states declare about themselves on the background of increased emotional reaction. The sixth factor *"Expressiveness"* (8.9% of variance) is characterized by the expressed emotional dynamics of these respondents; their frankness in relations, optimism

and high spirits are easily transformed into relations with other people. As to the seventh factor "*Intellectual development*" (8.6% of variance), it consists of the eponymous indicator, which confirms the high intellectual status of the respondents.

Psychological content of singled out factors in the senior pupils' group with low social frustration level shows that general manifestation of professional competence of these respondents is localized in expressed characterization of "emancipated autonomy", where on the background of positive perception of reality and real self-assessment of own capabilities, we can mark some kind of demonstrativeness and optimistic orientation in professional choice. Besides, the dominant position is occupied by "social" and "artistic" types of professional orientation.

Senior pupils with medium level of social frustration demonstrate concentration of psychological factors in the sphere of social responsibility and autonomy, that is why their general psychological profile may be characterized by the dominant features of "rational responsibility": their open dominant position in assessments of the surrounding world contributes to experience of excellence and excessive desire to success and endorsement, that can be considered as regularity in this age period and stage of professional becoming. In professional orientation the dominant position is occupied by "social" and "intellectual" types.

Psychological content of factor loadings in the group of senior pupils with high social frustration level declares features of expressiveness that is shown by such indicators as skepticism, intellectual grounding in decision-making and prudence, while high indices of emotional comfort is incentive for effective professional realization in future. Revealed features characterize senior pupils of this group as anxious and pessimistically oriented in professional choice, which in general forms constitute the general psychological profile of "intellectual estrangement". Among professional orientation types the dominant position is occupied by "realistic" and "business" types.

**Discussion and Conclusion** In general, based on the description of psychological content of professional competencies within the manifestation level of social frustration of a senior pupil, we can reach a conclusion, that positively oriented background of professional reserves of senior pupils with low social frustration level makes up the development zone of optimal conditions of professionally safe state of a personality, which provide protection of its professional interests in real and future time of senior pupils. The results of interrelation of social frustration level and professional orientation manifestation also turned out as very informative: the higher is the level of social satisfaction of a senior pupil, the better is manifested the stable professional choice in future socioeconomic sphere of activity.

The proposed theoretical grounding of professional competence of a senior pupil in prospective reality modeling of its professional safety and empirical material presentation concerning explication of psychological reserves of professional safety of a personality in a period of its career choice, allows us to deduce, that personality's professional safety as a combination of existence conditions of subject of future professional activity and as a psychological state, that provides protection of professional interests of human, is the product of its real personality and professional life, which is subjected to research on any stage of ontological development.

So perspectives of further studying of the issue we consider in qualified detalization of empirical and diagnostic research programs of conscious and unconscious aspects of professional reserves of senior pupils and in different applied programs of prognostication and content formation of a personality's professional safety within the other age groups.

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