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Psychological well-being of students as a precondition for their professional self-realization

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Abstract

The purpose of our research is to identify the relationship between the psychological well-being of students and their professional self-realization. In our research, we used the Ryff Scale to measure the following six factors: autonomy, competence, personal growth, positive relations with others, and purpose in life, self-acceptance and the overall indicator. According to the results of the multidimensional questionnaire, 43% of the respondents are characterized by a harmonious level of self-development. In conclusion, the students with a high Autonomy factor may have difficulties in finding compromises and working in a team.

Keywords: Psychological, Well-Being, Students, Self-Realization, Multidimensional.

El bienestar psicológico de los estudiantes como condición previa para su autorrealización profesional

Resumen

El propósito de nuestra investigación es identificar la relación entre el bienestar psicológico de los estudiantes y su autorrealización profesional. En nuestra investigación, utilizamos la Escala Ryff para medir los siguientes seis factores: autonomía, competencia, crecimiento personal, relaciones positivas con los demás y propósito en la vida, autoaceptación y el indicador general. De acuerdo con los resultados del cuestionario multidimensional, el 43% de los encuestados se caracteriza por un nivel armonioso de autodesarrollo. En conclusión, los estudiantes con un alto factor de autonomía pueden tener dificultades para encontrar compromisos y trabajar en equipo.

Palabras clave: psicología, bienestar, estudiantes, autorrealización, multidimensional.

1. INTRODUCTION

According to the 2018 data, the rate of behavioral and emotional disorders among young adults is the highest and continues to grow. The problem of psychological well-being is common among students (Gallagher, 2010), who form a special social group. During their studies, they should face various difficulties associated not only with the educational process (Lessing and Schulze, 2002; Bernard, 2014), since some people aged 18–24 upon entering a higher educational institution separate from their parental family. In addition, it is believed that there is a correlation between age and psychological well-being in terms of Autonomy, Personal growth and Purpose in life. This

is explained by the fact that most undergraduate students have overcome personal difficulties and obstacles during their studies. They know what they want from life and can define what self-realization is.

According to Parnov (2017), self-realization begins with a career choice; therefore, mentally healthy students cope with their better than others and feel satisfied with what they do. A higher educational institution is a place where young people master the skills necessary for their professional development, interact with people of different ranks, develop their personality and experience all social difficulties. It can negatively affect their psychological well-being. Thus, the following research objectives can be singled out:

- To interview students of the Elabuga Institute of KFU in the direction of Pedagogical education with the help of the psychological well-being concept by Ryff (2014) and the Multidimensional Questionnaire of Self-Realization by Kudinov. The purpose of the survey is to determine the correlation between scales.

- To determine the level of students' psychological well-being

- Diagnose professional self-realization of students

- To identify the relationship between the psychological well-being of students and their professional self-realization

2. METHODS

The analysis was based on the data obtained from a large number of pedagogical students.

2.1. Research design

Based on the research objectives, a study was conducted. It involved 100 students of the Elabuga Institute of KFU. The scale of psychological well-being by Ryff (2014) was used (adapted by Shevelenkova-Fesenko). This method was chosen because it is basic and reliable to determine psychological well-being. The questionnaire is divided into six subscales: autonomy, competence, personal growth, positive relations with others, purpose in life, self-acceptance. The respondents were asked to agree or disagree with the statements and choose a number from 1 to 6, where 1 – I fully agree and 6 – I absolutely disagree). The Multidimensional Questionnaire of Self-Realization by Kudinov was also used (Appendix 1). This questionnaire makes it possible to identify the specifics of the respondent's self-realization.

It consists of 20 scales (19 basic and 1 control) and six options from I fully agree to I absolutely disagree. After that, the data were processed, the coefficients and the average percentage were calculated. It should be noted that the survey is anonymous. It serves only for data collection, calculation of coefficients and a percentage.

2.2. Participants

The study involved 100 students of the Elabuga Institute of KFU. They study in the direction of Pedagogical Education in the following profiles: Mathematics and Physics, Biology and Chemistry, Energy, Economics and Management. The students were selected by random sampling. The main conditions for participation were the desire to take part in the survey and be an intramural bachelor student. The survey involved third and fourth-year students. The selection criterion is explained by the fact that senior students are potential workers and ready to enter the labor market, as they have the greatest theoretical and practical experience.

2.3. Experiment

The scale of psychological well-being by Ryff (2014) was used to study psychological well-being. The answer scale consisted of both positive and negative statements. It was a 6-point continuum, ranging from I absolutely disagree to I fully agree. All questions were divided into the following factors: autonomy, competence, personal growth, positive relations with others, purpose in life, self-acceptance. Next, the respondents answered the questions from the Multidimensional Questionnaire of Self-Realization by Kudinov.

2.4. Data Analysis

We calculated and evaluated the data obtained. Everything was calculated in Microsoft Office Excel. Thus, the average value for each psychological well-being factor was obtained. The processed data were transformed into charts for a convenient presentation of the percentage obtained. The Pearson correlation was used to find the correlation between the two methods (Millanei & Bagheri, 2016).

3. RESULTS

Fig. 1 shows the level of psychological well-being of students by 6 factors. The Autonomy factor shows that the respondents can think independently, rely on their own standards and regulate their behavior according to them. Personality assessment is carried out in the same way. There is no concern about other people's opinions. But a high indicator also shows that the focus on one's own ideals can create problems when establishing contacts with other people, living in a student society and fulfilling assignments as part of an educational program. For example, conflicts within a study group will not contribute to successful performance.

On the other hand, dependence on other people opinion can disserve the individual, as they will constantly be anxious and try to suit certain people who have leadership qualities. However, among senior students, this indicator is at an approximately average level. According to Figure 1, 50% of the respondents showed a high result

for this factor. To average the indicator of this factor, group activities, for example, group work or teambuilding can be used.

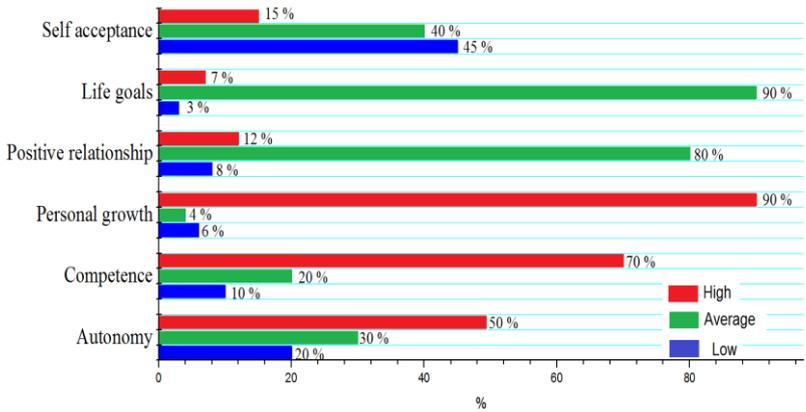


Figure 1: The level of psychological well-being of students

The Competence factor shows that the majority of students have some difficulties in managing their daily business. They successfully cope with the surrounding circumstances and do not feel helpless due to the lack of control over the outside world, as they can adapt. This factor is very important since in a higher educational institution it is necessary to be stress-resistant, as a student who is worried about a small problem will not be able to successfully perform certain tasks and exist at the university. A large number of students come from other cities and for many people a sudden change of place causes strong stress. High adaptability to the environment helps to get used to a new place of living and new people faster. Domestic problems do not cause much stress if people have lived in the hostel for more than half a year. High indicators for this factor (70%)

show that students do not experience any difficulties in overcoming obstacles (Fig. 1).

The Personal growth factor does not have such high indicators as the previous two factors. Only a small number of students showed a high coefficient. In addition, a small percentage of the respondents demonstrated a low indicator for Personal growth, the rest received an average. The average level suggests that the majority of pedagogical students are able to control their own behavior and motivate themselves to develop in education or in any other direction. Ninety percent of students have an average indicator for the Personal growth factor (Fig. 1). Eighty percent of the students have an average indicator of the Positive relations factor (Fig. 1). This is a positive thing, as, during university studies, friendly relationship between students is important for a good life in the student community. It can be strengthened by extracurricular activities organized by a local student club, for example, creative performances or a tourist trip.

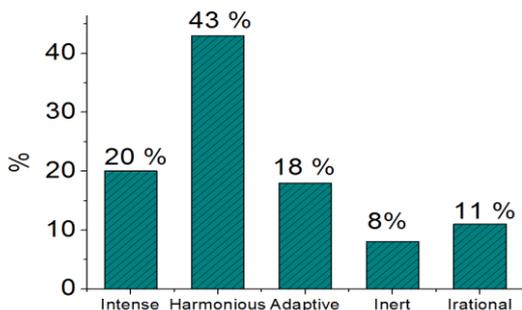


Figure 2: The respondents' answers on the high indicator of self-realization

The analysis revealed that 43% of the respondents are characterized by a harmonious level of self-realization. The inert level (8%) is the least developed in students (Fig. 2). This indicator shows that students are passive; they rely more on circumstances and other people than on themselves and use ready-made patterns and existing knowledge. The analysis of self-realization types showed that the majority of students are characterized by high self-realization (51%) (Fig. 3). The data on personal self-realization demonstrate that students constantly strive for personal excellence, active personal growth, as well as for self-expression of their personal qualities in order to achieve high results in personal and spiritual development.

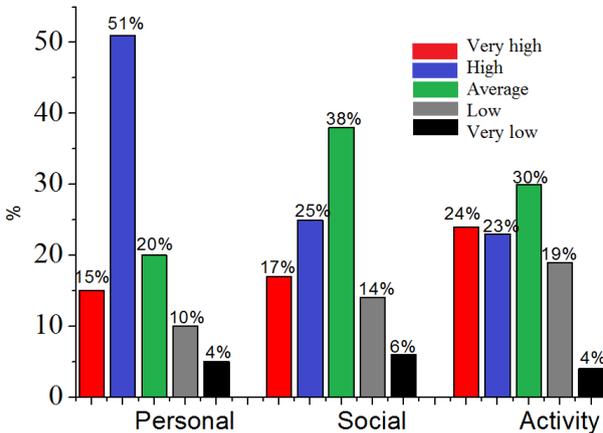


Figure 3: The respondents' answers on determining the level of the self-realization types

Social and active self-realization of students is at an average level. This means that students are ready to take part in social events

and have a proactive attitude, but they need to be organized. Social self-realization indicates the importance of social activities for students, in other words, students put all their efforts towards the realization of their social opportunities. The activity scale among the representatives of harmonious and adaptive self-realization highlights the need for being involved, active and proactive in achieving goals, as well as for being energetic. A generalized analysis of the Multidimensional Questionnaire of Self-Realization is presented in Table 1.

Table 1: The analysis of the self-realization scales.

Scale	Social and corporate	Subjective-personal	activity	passivity	optimism	pessimism	internality	externality	Sociocentric motivation	Egocentric motivation	creativity	conservatism	constructiveness	destructiveness	Social barriers	Personal barriers
Mean (N=101)	2.2	3.5	3.9	2.8	4.3	2.7	3.0	3.2	4.1	2.9	3.8	4.0	3.5	3.4	3.1	3.7
CI (p>0.05)	±0.5	±0.7	±0.2	±0.4	±0.5	±0.9	±0.7	±1.1	±0.7	±0.4	±0.0	±0.5	±0.0	±0.8	±0.0	±1.1

Credible interval (CI)

Table 1 shows that the level of students' self-realization is at an average level (3.5 ± 0.13). The presented hierarchy of variables indicates that students typically use non-standard forms, methods and techniques of self-expression and self-assertion seeking to realize themselves exclusively for the common good and benefit of other

people. Social and corporate attitudes towards personal self-realization are the least developed. This is explained by the fact that students have not mastered their professional skills; they do not have extensive work experience in the organization and therefore they have not formed corporate solidarity and responsibility for the success of their company or enterprise. Personal barriers prevail among barriers to self-realization. Personal barriers include personal complexes. The collected data were analyzed by Pearson correlation coefficients to find any correlation between the variables (Table 2).

Table 2: Pearson’s correlations between professional self-realization and psychological well-being

Variables	M	SD	1	2
Psychological well-being	4,03	.47	1**	.86
Professional self-realization	3.50	.13	.86	1**

**p<0,0, N=101

The Pearson correlation coefficient is 0.86, which means that there is a positive correlation between psychological well-being and professional self-realization. This indicates that self-realization of a big part of students is accompanied by a positive psychoemotional attitude: positive emotions prevail, namely, joy and satisfaction with their activity and its results. They are able to control well their behavior, actions and reactions when realizing their potential. This makes it possible to predict future situations and complete tasks with more confidence. The correlation analysis between the scale of professional

self-realization and the scale of psychological well-being by Ryff (2014) showed that to a considerable degree there is a positive correlation.

Table 3: The correlation analysis between the scale of professional self-realization and the scale of psychological well-being by Ryff

Scales Professional self-realization / psychological well-being	Автономность Autonomy	Жизненные цели Purpose in life	Competence	Positive relations	Личностный рост Personal growth	The overall indicator
Social and corporate attitudes	0.25	0.78	0.7	0.45	0.65	0.69
Subjective-personal Activity	-0.60	0.60	0.76	0.00	0.78	0.66
Passivity	0.	-0.34	-0.67	0.89	0.65	0.76
Optimism	0.067	0.87	0.45	0.	0.78	0.80
Pessimism	0.20	-0.58	0.67	-0.78	-0.89	0.3
Internality	0.65	0.57	0.78	0.45	0.67	0.
Externality	0.75	0.67	0.70	0.41	0.69	0.
Sociocentric motivation	0/	0.76	0.78	0.90	0.88	0.7

Egocentric motivation	0.87	0	0	0.55	0.45	0.78	0.8
Creativity	0.87	0.78	0.88	0.90	0.92	0.56	
Conservatism	0.67	0.54	0.47	0.78	0.55	0.78	
Constructiveness	0	0.88	0	0.66	0.90	0.87	0.45
Destructiveness	0.67	0.43	0.22	0.24	0.23	0.32	
Social barriers	0.56	0.88	0.78	0.56	0.77	0.31	
Personal barriers	0.67	0	0	0.76	0.60	0.077	0.45
Honesty	0.61	0.45	0.89	0.56	0.45	0.32	

Table 3 shows that autonomy and subjective-personal self-realization, pessimism and purpose in life, personal growth and passivity do not correlate with each other (Santana et al., 2017).

4. DISCUSSION

There are several studies devoted to the connection between the psychological well-being of students with their professional self-realization. A number of scientists believe that psychological well-being affects professional self-realization (Goldman, 2002;

Akindinova, 2000). According to Bennis (2007), strengthening the psychological component of the educational process will ensure optimal internal and external conditions for successful self-realization of the individual. There were some studies on professional self-realization by age group in China. The analysis of empirical data allowed us to identify some age features in the specifics of professional self-realization of marketing specialists (Sheftel et al., 2014; Razavi et al, 2015).

Thus, similarly to our research, a group of young specialists aged 20 to 30 is characterized by creativity, optimism, activity, social motives, social and corporate attitudes, goals and constructiveness. Despite the high position of these indicators in the hierarchy, they are referred to as low. The other characteristics are poorly expressed and practically do not affect the specifics of this phenomenon. They are at an average level. There was also a study aimed at revealing the psychological characteristics of professional self-realization of an adult individual. The obtained results indicate that the average level of professional self-realization prevails among the respondents in the sample (63%). This level of self-realization is characterized by moderate professional self-realization. However, when there are difficulties in the implementation of professional activity or when solving a completely new professional task, strategies of refusal and avoidance of responsibility for its implementation are chosen.

It was also noted that a positive psycho-emotional attitude, joy and satisfaction with the one's own activity and its results, emotional

tolerance towards temporary professional failures and difficulties are a necessary factor of professional self-realization. In the study, as in our research, the scale of psychological well-being by Ryff (2014) was used. The study is of a descriptive nature and its purpose was to describe the level of psychological well-being of teacher students from colleges and universities in India, as well as to better understand the relationship of well-being with the learning process (Kessler, 2005; Skromanis et al., 2018; Rincon-Flores et al., 2018).

5. CONCLUSION

The correlation analysis established that there is a positive correlation between psychological well-being and professional self-realization. The analysis showed that the majority of the respondents have an average level of psychological well-being. It was found out that the professional self-realization of students is at the average level. Social and active self-realization of students is neither high nor low. It was shown that 50% of the students are characterized by high personal self-realization. This indicates a constant desire of students for personal excellence, active personal growth, as well as for self-expression of personal qualities in order to achieve high results in personal and spiritual development. Fellowship and teamwork are important both at the university and in the professional area. Thus, the students with a high Autonomy factor may have difficulties in finding compromises and working in a team.

But, according to the results, this factor contributes to professional self-realization, as the ability to resist social pressure, to defend one's own point of view and make decisions despite the opinion of other people contribute to career success. Our research needs to be expanded. One of the options is to divide the respondents into groups according to their characteristics and apply additional methods for processing and comparing the results. This will help to more accurately determine what affects the level of psychological well-being of students and how to keep it at an acceptable level.

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