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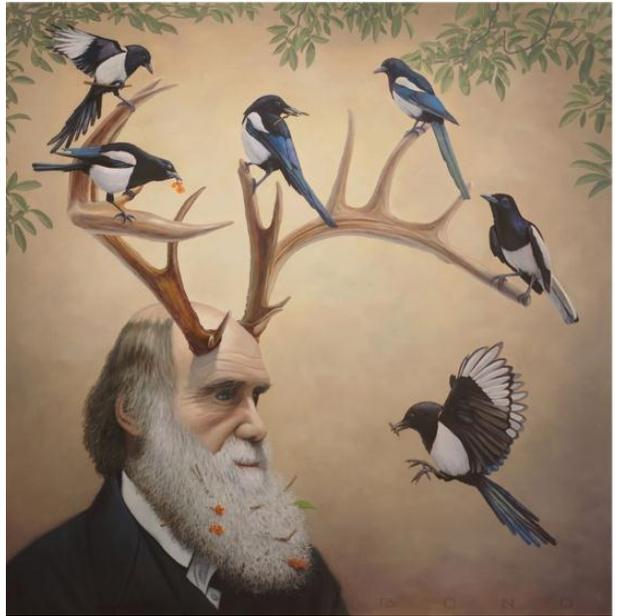
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Intrapersonal conflict as the factor of professional self-determination

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Abstract

The purpose of this work is to cover the issue of intrapersonal conflicts as the manifestations of profession internal choice in the process of professional self-determination via comparative qualitative research methods. As a result, there are conflicts between the need for independence and custody, as well as between the level of claims and achievements among the girls. In conclusion, the stage of choosing a profession at the level of an individual is intense, partly abstract in its manifestations.

Keywords: Conflict, Intrapersonal, Professional, Self-Determination, Ambivalent.

El conflicto intrapersonal como factor de autodeterminación profesional

Resumen

El propósito de este trabajo es cubrir el tema de los conflictos intrapersonales como las manifestaciones de la elección interna de la profesión en el proceso de autodeterminación profesional a través de métodos comparativos de investigación cualitativa. Como resultado, existen conflictos entre la necesidad de independencia y custodia, así como entre el nivel de reclamos y logros entre las niñas. En conclusión, la etapa de elegir una profesión a nivel de un individuo es intensa, en parte abstracta en sus manifestaciones.

Palabras clave: Conflicto, Intrapersonal, Profesional, Autodeterminación, Ambivalente.

1. INTRODUCTION

Professional self-determination as a research topic has occupied the minds of scientists, starting from the times of Antiquity. Even then, people wondered why there are differences in the ability to master occupations among people. Modern time, eclectic time, requires the abilities for different types of activities from a person, which somewhat modifies the view of professional self-determination. The initial idea of profession choice by scientists and the participant of professional self-determination was considered as a kind of process, so close to its static course, that it seemed that an individual would decide once with his choice and his whole life would flow in the right way, as it should, like everyone else.

The active development of information technology has fundamentally changed the concept of a subject as a professional. The occurrence of such changes occurred on the scale of a specific individual — gradually, on the scale of economic and social development, taking into account time boundaries — lightning-fast. Today, a professional must possess a number of professions to maintain his position in the labor market. The pace of life sets the pace of professional self-determination - and it is high, which is reflected in one aspect of specialties that will be demanded tomorrow.

Mastering a profession is not enough, for one simple reason: technologies (computer, Nano, etc.) make new demands in the socio-economic and political field of change. Under these conditions, lifelong learning becomes the prerequisite for survival in the labor market. All of the above reflects the reality of professional self-determination from the outside, from the side of society, but there is another aspect - the internal aspect of professional self-determination - a subject, in particular, an individual, with his subjective experiences, feelings, actions, and behavior motives. This aspect will be presented for consideration in this article (AMEEN, AHMED & HAFEZ, 2018).

SIMMEL (2006) argued that the key moments of social development are reflected in culture. Culture, in its turn, determines the development of the individual, as the need to pass certain control points, which can be used to determine the social engagement level of an individual. The more culture is developed, the more it contributes to the inner division of the personality. Why is this split so important for Simmel (2006) himself and for us in the format of the topic under consideration? The fact is that making a professional choice, an individual tries on one of the roles that he would like to play in society. This role is forced, assigned by the social whole (despite the fact that the list of choices is large). The role that is assigned to him <... a man ...> only as an organ <... of the social whole ...>, conflicts with the role that he can or wants to

play as an independent and integral organism. And if we take into account that there should be several roles played by an individual as a subject of activity in modern conditions - professional self-determination acquires a high degree of significance, both for the subject himself, entering actively creative life, and for socio-economic public relations (Heckhausen, 1980).

2. METHODS

The productivity and awareness of professional activity reflect the personal meaning found by the individual in his decision on the choice of profession. The issues of one's own professional achievement analysis, making a decision about a profession change, a career correction, and other professional issue solution that arise due to age stages return the individual to the starting point of his professional self-determination - the choice of profession. The quality of the choice made will be felt by the majority of individuals only after a couple of years, when the orientation situation in the world of professions will not have a high degree of uncertainty for a particular individual any longer, which will be due to the presence of elementary basic knowledge of the future profession (learning at a university) and/or the deviation of the personal development plan from the socially given, and therefore,

will relieve the tension causing intrapersonal conflict (Elizabeth, 1956; Bulğay & Çetin, 2018).

The parties to the intrapersonal conflict of self-determination are the various components of the personality structure. The conflicts of professional self-determination can be initiated by various factors. They include the disagreement between the components of the individual orientation, the discrepancy between the nature of the professional activity and the level of professional competence, the mismatch of their professional merit concepts and real professional opportunities: contradictions between them, etc. Levin (2001), developing the field theory, wrote that the contradictions of the inner world of a person are connected with the struggle of motives, which are often incompatible with each other. The implementation of motives that occurs in the hodological space of an individual (the space of the past, present, and future) is manifested in two behavioral lines — approximation, as an attractive choice, and avoidance, as the rejection of an unattractive alternative. Based on these alternatives, they identified three types of intrapersonal conflicts:

1. Equivalent (approximation-approximation), which is caused by two equally attractive and mutually exclusive objects. The solution of this conflict is possible only through a compromise;

2. Vital (avoidance-avoidance) arises when a choice is made between two equally unattractive objects and the solution also becomes a compromise, according to the degree of least unattractiveness.

3. Ambivalent (approximation-avoidance) is characterized by the choice of an object with the presence of both attractive and non-attractive aspect. The solution to this conflict is reconciliation (Ionin, 2010; Mwaniki & Ondiek, 2018).

An ambivalent conflict reflects the essence of doubts that fill an individual when he chooses a future profession, if his understanding of himself as a future professional has not been fully formed or, having begun to take shape, has been exposed to the immediate environment. Fearing to ruin existing relationships with the closest environment, the individuals choosing a profession are also influenced by the conflict associated with the achievement motivation and the need for affiliation. Proceeding from this, the intrapersonal conflict of professional self-determination is understood as a state of personality disintegration, which aggravates the contradictions between different qualities, aspects and actions of a personality (Merlin, 1970). The state of disintegration is conditioned by external and internal conditions, which allow to distinguish the following intrapersonal conflicts:

1. Motivational (presented above by Levin's classification);

2. Cognitive - built on the incompatibility of can this, can that ideas;

3. Role conflicts as the contradiction between role positions. They, in its turn, are divided into intra-role (the contradictions between the requirements of the role and the capabilities of an individual) and inter-role (the incompatibility of personality role positions).

4. Moral conflicts - contradictions arise between various moral positions of an individual;

5. Adaptation conflicts - the conflicts between must and can;

6. The conflicts of unfulfilled desire are frustrating and look like the contradictions between I want and I can (Sadovnikova, 2016).

3. RESULTS AND DISCUSSION

Based on the abovementioned theoretical ideas about the conflicts in professional self-determination, the authors of the article carried out a pilot study to confirm the hypothesis of intrapersonal conflicts as the factors accompanying the formation of professional self-determination, and in particular, the professional identity of the future professional. The study was conducted in the

framework of a non-state university for first-year students, based on the time proximity of profession choice issue solution and being in the process of professional self-determination. The study was conducted from October to November 2018, when students almost had no idea about the profession they received. A questionnaire was compiled for these purposes, reflecting the possibilities of confirmation for the theoretical substantiations of intrapersonal conflicts presented above.

The group of respondents consisted of 23 girls and 12 boys, whose average age was 18 years old for girls and 20 years for boys. They were asked to answer the questionnaire questions, each of which will be discussed below, and also to evaluate the approval of the Intrapersonal conflict test (Lauterbach) methodology (The methodology adaptation was carried out by the SRI named after V.M. Bekhterev. Respondents were asked to rate 14 given conflicts by the level of their severity. The results of the study were the following ones: An affirmative answer was given by 52.94% of girls and 66.67% of boys to the following question: Did you know which profession to choose to study? Doubts arose concerning the choice of profession among 47.83% of girls, and 83.33% of young men had no doubts.

The below-average level of stress during a profession selection is characteristic for 27.27% of girls and for 57.14% of

boys, 22.37% of girls and 9.52% of boys had above-average stress level. This means that girls are more worried about the choice of future profession. The answers to the question Did parents make the choice for you when you did not want to study this specialty? were distributed as follows (see table 1).

Table 1: Distribution of answers to the following question: Did parents make the choice for you, when you did not want to study this specialty?

Response variants	F (%)	M (%)
Yes	17,39	
No	69,57	100,00
Mama's choice	4,35	
With my boyfriend together	4,35	
Together with my mother	4,35	

The table shows that young men choose their profession independently, and for 17.39% of girls the choice was made by their parents. The question Did you come into conflict with your parents during a profession selection? showed that 17.39% of girls and 16.67% of boys were in conflict with their parents during a profession selection. The possibility of relative influence on the choice is negative nowadays for 63.64% of girls and for 95.24% of boys. Mom and dad cannot influence the choice. The test question about whose opinion was not taken into account during selection and is not taken into account now, expanded the list of people who

do not influence the choice of a small percentage of respondents - now, by the number of answers, father, friends, mother and grandmother, as well as all the rest occupy the first place. The following reasons are presented: this is my choice, my relatives have their own families, I am not interested in the profession of a physician, a teacher.

65.22% and 58.33% of girls and boys, respectively, gave an affirmative answer to the question Did you reconcile yourself with the choice of the profession since USE results allowed only to study this profession? which indirectly indicates the need to comply with external circumstances and make a choice of profession, based not on one's own will, but on the basis of the USE exam, which reflects the conflict of desires and opportunities. This percentage of answers also serves as an indicator that the chosen profession is not obtained for the sake of the profession itself. Although 45.45% of the girls give an affirmative answer, and 76.19% of the young men give a negative answer to the question about the presence of doubts concerning the correctness about the choice made. That corresponds to the previous answers regarding the independence of profession choice.

38.10% of young men are ready to defend as much as possible, the profession they receive in disputes with others, and only 36.36% of respondents are ready for this at an average level

among girls. After graduating from university, 77.27% of girls and 66.67% of boys want to work according to their specialty. 86.36% of boys and 61.90% of girls, gave a negative answer to the question about the presence of contradictions between the requirements of the profession and the attitudes and views of the respondents. The results of Lauterbach's technique for the presence of intrapersonal conflicts are presented in table 2.

Table 2: Distribution of respondent answers according to the method The test of intrapersonal conflicts (Lauterbach) (average highest values)*

Conflict name	Ж	М
1. The conflict between the needs for independence and the receipt of assistance, custody	2,59	2,19
5. The conflict or discrepancy between the level of claims and the level of achievements	2,68	3,14
9. The conflict between norms and aggressive tendencies	2,5	2,29

* Note: only the highest response values of the subjects are stored in the table while maintaining the conflict numbering specified in the Lauterbach methodology. Bold color highlights the largest values obtained in the distribution of responses. According to the table, it is clear that there are conflicts between the need for independence and custody, as well as between the level of claims and achievements among the girls. The conflicts are represented in terms of aspirations and achievements, as well as in terms of norms and aggression manifestations among young men.

4. CONCLUSIONS

A pilot study allowed us to outline some trends for further research on the issues of intrapersonal conflicts in professional self-

determination. According to the results, we can say that there is a difference in the trends of self-determination among young men and women. The need to be independent and, at the same time, to maintain good relations with others for girls, makes them take the decision about the profession they should get, imposed by their closest associates. The cultural traditions of young man education as more independent actors of society are expressed in decisions made about a profession selection.

Among the reasons for a profession selection or about the influence of others on their decisions, the respondents named the following ones: this is my choice, this is my life, I want to make my own choice. The girls, having undergone a stronger impact from the closest environment during a profession selection, still doubt the correctness of their choice, which does not remove the high stress that existed before the submission of documents to the university and the enrollment order issuance.

To date, first-year students have not yet parted with fantasy ideas about the profession, which makes it impossible for them to assess the characteristics of the profession that contradict their attitudes and values. However, only young men were ready to defend their decision on the choice of a profession, since it was taken on their own. The girls most likely proceeding from the presence of doubt, will not want to engage in disputes on the topic

of their choice. The disputes of this kind, or even conflicts in the present situation, should contribute to the search for contradictions in the profession being studied and to strengthen the choice made or, on the contrary, to realize the incorrectness of the choice made.

A small percentage of subjects who came into conflict with the immediate environment during a profession selection may be the result of an unformed professional identity, which in its turn would entail the need to solve the issues of professional and personal identity during later years of study or after graduation. The intrapersonal conflicts mentioned above are of a frustrating nature, and they are called ambivalent in the theory of (LEWIN, 1935; 1936).

5. SUMMARY

Summing up the abovementioned, we note that the initial stage of professional self-determination is the collection of knowledge about the world of professions. Overcoming this stage contributes to the transition of an individual to a new stage - the selection of the profession that he would like to learn and the search for information in this area specifically, for the approval or the rejection of the desire to associate life with this profession. The

stage of choosing a profession at the level of an individual is intense, partly abstract in its manifestations.

It is accompanied by internal experiences of the one who makes choices, which leads to the clash of different motives of choice in the personality of a person, further needs, evaluation of achievements in relation to the possibilities of self-realization provided by society. These collisions are intrapersonal conflicts. The purpose of this type of conflicts is to help an individual to make the right choice, to go through the necessary stages of professional maturation and development, so that he will consciously find, voice and implement in practice the personal meanings of his professional activity by the time he finishes his studies and finds a job according to his specialty.

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