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TÍTULO: La influencia de la autorrealización de los adolescentes en la elección de una profesión.

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RESUMEN: El artículo aborda estudio de la influencia de los niveles de autorealización de los adolescentes en la adecuación de la elección profesional. 240 adolescentes participaron en la investigación. La investigación muestra que aunque las direcciones de elección profesional en adolescentes dependen de varios factores, está principalmente condicionada por el nivel de autosuperación, la autoevaluación, los logros académicos y los motivos profesionales. La correlación entre la demanda de seguridad en la jerarquía de las demandas de los adolescentes y la demanda de relaciones interpersonales con autosuperación es significativa. Se determinó que la intensidad de la autosuperación se puede aumentar elevando la autoevaluación, y por lo tanto, se puede revelar el tamaño de la propia capacidad.

PALABRAS CLAVES: Adolescentes, autosuperación, motivos profesionales, elección profesional, autorrealización.

TITLE: The influence of self-realization of teenagers on the choice of a profession.

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ABSTRACT: The article addresses the study of the influence of the levels of self-realization of teenagers on the adequacy of professional choice. 240 teenagers took part in the research. The research shows that though the directions of professional choice in teenagers depend on various factors, it is mainly conditioned by the level of self-actualization, self-assessment, academic achievements and professional motives. Correlation between the demand for safety in the hierarchy of teenagers' demands and the demand for interpersonal relations with self-actualization is significant. It was determined that the intensity of self-actualization can be increased raising self-assessment, and thus, the size of one's capacity can be revealed.

KEY WORDS: Teenagers, self-actualization, professional motives, professional choice, self-realization.

INTRODUCTION.

Mostly, self-actualizing personalities are needed in the background of rapid development in all fields of modern Azerbaijani society, building works, integration to world and different reforms. The elements of self-actualization noticeable in social networks, daily life, professional field, clothing etc., have become the motive-essence component of the life. In such conditions, adequate professional choice enables teenagers to find themselves in necessary professions and creates basis for its development. The phenomenon of self-actualization is being studied starting from the 30s of the last century to the last periods.

Self-actualization, according to Maslow, represents growth of an individual toward fulfillment of the highest needs; those for meaning in life, in particular. Carl Rogers also created a theory implicating a "growth potential", whose aim was to integrate congruently the "real self" and the "ideal self"

thereby cultivating the emergence of the “fully functioning person”. It was Maslow, however, who created a psychological hierarchy of needs, the fulfillment of which theoretically leads to a culmination of fulfillment of “being values”, or the needs that are on the highest level of this hierarchy, representing meaning (A. Maslow; C. Rogers 1962). The study of the influence of self-actualization on the professional choice shows that this process in teenagers is just starting and begins to form wholly during the student years. Facts show that persons who cannot actualize themselves are those who cannot choose proper professions in many cases. Experiments carried out by R. Jabbarov with the students studying in different specialties show that the level of self-realization motive and educational motive is low in students who do not approach professional field as the object of self-realization (Jabbarov R., 2017).

Though professional choice in teenagers is in its initial period, self-actualization at this age has a leading motive (Í.V.Dobrovina, A.M.Prichojan, V.V.Zachpin, 2008). In this regard, Y.A.Klimov, emphasizing the significance of professional orientation, writes: “Every assistance shall be provided to teenagers to get a wide and necessary direction in the professional word. He / she must be the author of his/ her way of life and the founder of this path” (Klimov E.A., 1990). However, favorable educational environment must be created in order to direct this founder and enable him / her to open his / her potential.

While studying the factors that influence the formation of professional choice in teenagers, it was concluded that professional choice strictly affects the increase in training achievements along with determining the specialty that an individual can choose (Berkman L., 2005; Dimsdale J., 2008; V. Dzau, E.Antman, H.Black et al, 2006; Milani R., 2007; M. Pagani, D. Lucini, J. Physiol, 2008). Besides all this, the study of the influence of self-actualization on the professional orientation doesn't have a systematic characteristic. In this regard, the main aim of this research is to create basis for proper professional orientation and reveals its psychological mechanisms by determining the levels of self-actualization.

Research methods.

Self-actualization and professional choice in teenagers were taken as substantially independent quantities, other quantities were presented as gender, academic achievement, self-assessment and value variable. Methods of “Self-assessment scale” (A.Rean and S.Kolominsky), SAT (S.Shostrm) and “Motives of professional choice” were used in the research. The research was conducted in Baku. 120 persons for control group and 120 persons for experimental group were selected in the research. Selection was carried out randomly. The number of teenagers involved in the experiment was 240. The results of the research were calculated using SPS 22 software.

General aim.

Directions of professional choice in teenagers depend on the level of self-actualization and are conditioned by self-assessment, academic achievements and professional motives.

Research results.

I phase of the research showed that the levels of self-actualization are low both in control groups and experimental groups. The highest level of self-actualization doesn't differ from each other, both in experimental and control group (27, 3%; 27, 5%). As well, the lowest level has the same intensity in both group (40,7%; 41,1%). All three levels of self-actualization are lower than the normal range in both groups. In such conditions, we considered it expedient to assess training achievements of pupils in order to determine the directions of the influence of self-actualization on professional choice. As the comparison between training achievements and the levels of self-actualization can provide information on the orientation of professional choice to us; for this purpose, academic achievements of teenagers were assessed before the experiment.

Table 1. Indicators of correlation between self-actualization and self-assessment in teenagers
(before the experiment).

		Self-assessment	Self-realization
Self – assessment	Pearson Correlation	1	0.002
	Sig. (2-tailed)		0.971
	N	240	240

As can be seen from Table 1, correlation between self-actualization and self-assessment before the experiment is quite weak or it is of tendency nature (Sig=0.971, p=0.002). This fact shows that certain level of self-actualization corresponds to the relevant level of self-assessment.

Table 2. Indicators of the correlation between academic achievements and self-assessment in teenagers (before the experiment).

		Self-assessment	Academic achievements
Self – assessment	Pearson Correlation	1	0.004
	Sig. (2-tailed)		0.950
	N	240	240

As can be seen from Table 2, there is a correlation between academic achievements and self-assessment before the experiment, but it is weak or it is of tendency nature (Sig=0.950, p=0.004). This fact shows that as the level of self-assessment falls down, academic achievements also decrease and this indirectly affects professional choice.

Forming activities began to be carried out in order to determine at which aspect the increase in the level of self-actualization in teenagers affects on professional choice in the II phase of the research. Main directions of forming works are to use methods such as trainings for teenagers, organization of entertaining classes for revealing potential, giving weekly reports, use of self-realization cards, etc. Levels of self-actualization, directions of academic achievements and professional motives were determined through tens of methods after forming activities. Initial analysis showed that unlike

previous measurements, the level of self-actualization of teenagers goes on the rising line; there is a change in the content of the professional motives and academic achievements have begun to increase.

Table 3. Comparison of the levels of self-actualization between two groups (after the experiment).

Levels of self-actualization (person)				
	Weak	Medium	High	Total
Control	56	36	28	120
Experimental	43	44	33	120

Table 4. Indicators of academic achievements in teenagers (after the experiment).

Group	Academic achievement			Total
	Satisfactory	Good	Excellent	
Control	42	50	28	120
Experimental	20	67	33	120
Total	62	117	61	240

The research showed that increase in the level of self-actualization in teenagers, as well as, change in the attitude of a teenager towards his/her potential opportunities ultimately has a significant impact on professional choice. So, teenagers reconsidered professional area they have chosen before the experiment and a number of new aspects showed themselves. It was determined that one of the main elements that could lead to the increase in the levels of self-actualization and specification of professional choice is self-assessment. As a result of the change in self-assessment, positive aspects appear and teenagers set as a goal to realize their potential opportunities in the field which is necessary and appropriate for their potentials.

Table 5. Indicators of the levels of self – assessment in teenagers for two groups (after the experiment).

Group statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Self – assessment	Control	120	0.37730	0.463922	0.042350
	Experimental	120	0.52450	0.295150	0.026943

As can be seen from Table 5, the result obtained in the experimental group is significant in comparison with control group ($P=0,52450$).

Table 6. Statistic indicators of the levels of self – assessment in teenagers.

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Self – assessment	-2.933	238	0.004	-0.147204	0.050194	-0.246086	-0.048322

As can be seen from Table 6, though the level of self-assessment in teenagers in the experimental group changes for different criteria; this is at the level of $p= 0,004$ and it means that self-assessment is adequate in teenagers in this group and teenagers take into account their opportunities in professional choice.

Table 7. Statistic indicators of the hierarchy of demands of teenagers in both groups.

Independent samples test							
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Financial situation	-0.062	238	.951	-0.058	0.947	-1.923	1.807
Demand for Safety	-2.914	238	0.004	-1.708	0.586	-2.863	-0.554
Demand for interpersonal relationships	1.807	238	0.042	1.442	0.798	-0.130	3.014
Demand for respect by others	0.678	238	0.498	0.375	0.553	-0.715	1.465
Demand for self- realization	0-.199	238	0.842	-0.142	0.711	-1.542	1.258

As can be seen from Table 7, there is significant correlation between demand for safety (at the level of $r=0,004$, $p=-0,554$) and self-actualization of teenagers. It is seen from Table 7, there is positive correlation between demand for interpersonal relations and self-actualization (at the level of ($r=0,42$, $p=3.014$)). It goes without saying that demand for communication in teenagers is the leading demand and it confirms that the harmony of interpersonal relations creates basis for self-actualization.

Table 8. Statistic indicators between self-actualization and professional choice in teenagers.

Self-actualization Scales	Professional choice						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Timing scale	.335	238	0.738	.100	.298	-.487	.687
Base scale	2.629	238	0.009	2.475	0.941	0.620	4.330
Scale of values	-.212	238	0.832	-0.075	0.354	-0.772	0.622
Behavioral scale	.145	238	0.885	0.058	0.404	-0.737	0.853
Sensitivity scale	4.722	238	0.000	1.042	0.221	0.607	1.476
Spontaneity scale	-2.875	238	0.004	-0.800	0.278	-1.348	-0.252
Self-esteem scale	2.261	238	0.025	0.600	0.265	0.077	1.123
Self-realization scale	0.050	238	0.960	0.017	0.333	-0.640	0.673
Scale of imagination about human nature	2.153	238	0.032	0.442	0.205	0.038	0.846
Synergy scale	3.642	238	0.000	0.575	0.158	0.264	0.886
Aggression scale	-5.075	238	0.000	-1.517	0.299	-2.105	-0.928
Correlation scale	1.267	238	0.206	0.450	0.355	-0.250	1.150
Cognitive needs	1.806	238	0.031	0.483	0.212	-0.035	0.801
Creativity scale	-2.750	238	0.006	-0.617	0.224	-1.058	-0.175

As can be seen from Table 8, all scales of self-actualization are not same, there is correlation between some scales and professional choice and this correlation is bilateral.

Correlation between support scale and professional choice (at the level of Sig.= 0.009, p=0,01) is higher. In addition, dependence with sensitivity scale (at the level of Sig.= 0.000, p=0,001), spontaneity scale (at the level of Sig.= 0.004, p=0,05), self-esteem scale (at the level of Sig.= 0.025, p=0,05), the scale of imagination about human nature (at the level of Sig.= 0.032, p=0,05), synergy scale (at the level of Sig.= 0.000, p=0,01), aggression scale (at the level of Sig.= 0.000, p=0,01), cognitive needs (at the level of Sig.= 0.031, p=0,05), creativity scale (at the level of Sig.= 0.006, p=0,05) shows itself.

Table 9. Correlation relationships between self-actualization and different professional fields in teenagers.

Types of different professional choice	Self – actualization							
	Criteria	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Professional choice – nature	-0.036	238	0.971	-0.008	0.231	-0.463	0.447	
Professional choice – technical	-3.691	238	0.000	-0.717	0.194	-1.099	-0.334	
Professional choice – human	-1.339	238	0.182	-0.250	0.187	-0.618	0.118	
Professional choice – signs	4.580	238	0.000	0.975	0.213	0.556	1.394	
Professional choice –artistic images	-2.371	238	0.019	-0.550	0.232	-1.007	-0.093	

As can be seen from Table 9, correlation of self-actualization with different types of profession in teenagers is significant, and this relationship is correlated with the selection of technical fields (at the level of sig=0.000, p=0,01), professional choice appropriate for signs (at the level of sig=0.000, p=0,01) and selection of artistic images (at the level of sig=0.019, p=0,05).

Table 10. Comparison between groups for academic achievements in teenagers.

	Self – actualization				
	Group	N	Mean	Std. Deviation	Std. Error Mean
Academic achievement	Control	120	3.88	0.758	0.069
	Experimental	120	4.11	0.658	0.060

As can be seen from Table 10, there are differences in experimental and control groups in the comparison between groups for academic achievement in teenagers. Academic achievements in experimental group are higher and correlation with self-actualization is significant.

Table 11. Independent samples test.

	Independent samples test						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Professional choice motives - Internal – individual	-1.568	238	0.118	-0.517	0.329	-1.166	0.132
	-1.568	221.216	0.118	-0.517	0.329	-1.166	0.133
Professional choice motives - Internal – social	-1.186	238	0.237	-.0425	0.358	-1.131	0.281
	-1.186	236.321	.237	-0.425	0.358	-1.131	0.281
Professional choice motives - external – positive	-0.107	238	0.915	-0.042	0.388	-0.806	0.723
	-0.107	229.446	0.915	-0.042	0.388	-0.807	0.723
Professional choice motives - external – negative	0.702	238	0.484	0.342	0.487	-0.618	1.301
	0.702	219.181	0.484	0.342	0.487	-0.618	1.301

Statistic indicators of professional motives in teenagers.

As can be seen from Table 11, motives correlated with self-actualization are internal-individual motives among professional motives. In this case, dependence is of sig= 0.118 tendency nature and there is dependence at the level of $p= 0.001$. As can be seen, internal – individual motives are more dominant in the professional choice which is appropriate for self-actualization. Professional motivation is based on more subjective imaginations and desires during the teen years.

Table 12. Correlation of academic achievements with self-actualization in teenagers.

	Self-actualization						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Academic achievement	-2.455	238	0.015	-0.225	0.092	-0.406	-0.044

As can be seen from Table 12, there is correlation between academic achievement and self-actualization at the level of sig=0.15, p=0.05. It is true that this correlation is weak and of tendency nature, but it exists. As academic achievements increase, the level of self – actualization also rises.

Table 13. Correlation between self – actualization and academic achievement in teenagers.

		Self-actualization	Academic achievement
Self – actualization	Pearson Correlation	1	0.872**
	Sig. (2-tailed)		0.000
	N	240	240

Qeyd: ** Bilateral correlation shows itself at the level of 0.01.

As can be seen from Table 13, there are correlations between self-actualization and academic achievements in teenagers. These relations are positive and significant at the level of sig=0.000, p=0,872. As can be seen, this correlation is quite high and increasing training success, the levels of self-actualization can be raised. Similarly, developing the level of self- actualization, training success can be achieved. This relation is bilateral.

Table 14. Correlation between self-assessment and self-actualization in teenagers.

		Self-assessment	Self-actualization
Self – assessment	Pearson Correlation	1	0.349**
	Sig. (2-tailed)		0.000
	N	240	240

Note: ** Bilateral correlation shows itself at the level of 0.01.

As can be seen from table 14, there are correlation relationships between self-actualization and self-assessment in teenagers. These correlations are positive and significant at the level of $\text{sig}=0.000$, $p=0,349$. The research showed that it is possible to accelerate the manifestation of self-expression increasing self-assessment and thus, determine the size of one's potential. Facts show that the motives of self-actualization are higher in pupils who assess themselves adequately and their achievements in training activity are regular.

CONCLUSIONS.

The research showed that increasing the level of self-actualization in teenagers depends on a number of factors, including self-attitude of teenagers, change in his / her attitude towards his/ her potential opportunities and the nature of forming activities carried out with them.

It became clear that one of the main integrative systems that can lead to increasing the levels of self-actualization and specification of professional choice is self-assessment. M.Ali Khan, N.Rehman and S.Javed (2012), E.F.Yashenko (2006), W.Burleson (2005), Korostileva L.A. (2000), Golubchikova M.Q. (2003), Burkin K.N. (2004), R.V.Jabbarov (2017), Budnikova, S.P (2017), M.H.Mustafayev (2017) et al. stated that there is positive and significant correlation between increase in the levels of self-actualization and realization with change in professional choice and increasing the level of education.

It was determined that adequacy of self-assessment determines the directions of professional choice and self-actualization. There is correlation between self-actualization and demand for safety in the hierarchy of demands (at the level of $r=0,004$, $p= -0,554$) and demand for interpersonal relations and this correlation is significant ($r=0,42$, $p=3.014$).

There is significant correlation between support scale of self-actualization and professional choice. Correlation with other scales is also significant. Based on this fact, it can be said that teenagers need serious support of their parents and teachers for professional choice.

Motives correlated with self-actualization among professional motives are internal individual motives and taking them into consideration can stimulate the training activities of teenagers and their search for meaning of life.

The research showed that there are differences in comparison between groups for academic achievements in teenagers. Academic achievements are higher in experimental group and its correlation with self-actualization is significant. All these show that it is possible to achieve adequacy of the directions of professional choice by increasing the level of self-actualization.

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