

PROFESSIONAL SELF-FULFILMENT OF SKILLED PEOPLE OF DIFFERENT PROFESSIONAL GROUPS AND SPECIALITIES

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Abstract

Objective trends of society development encourage substantially increased attention to the problem of person's self-fulfilment. Its insufficient understanding determines the necessity of its theoretical justification as well as empirical study. The article presents the research aimed at determination of comparative features of professional self-fulfilment of a skilled person working at 10 different lines of profession.

Keywords: *self-fulfilment, professional self-fulfilment, professional development, factors of self-fulfilment, self-fulfilment attributes.*

Introduction

Constantly accelerating scientific and technological progress and rapid economic, political, social and spiritual transformations that are characteristic to the current global society encourage increased attention of researchers to the phenomenon of self-fulfilment, in particular, to professional self-fulfilment, which is one of the most important components of general one, and it is the main form of personal self-fulfilment for most people. Theoretical studies and practical developments in this area shall contribute to creation of stable life guiding for skilled people of different professions in a changing world, to their understanding of their personal sense of professional self-realization, to outlining of clear and meaningful ways of professional self-fulfilment.

The researchers have noted rightly that the trends of global social development induced increased attention to the problem of innovative (modifying) human potential that is examined both in relation to reality and to a person him/herself (Логінова, 2010). The more a person understands him/herself as a personality who is internally free, independently minded, responsible for his/her actions, included into the culture, the greater he/she experiences a lack of opportunities to self-fulfilment in his/her life; but, namely, a lifestyle aimed at self-fulfilment leads to revealing by a person of his/her powers (Панченко, 2006).

One of the leading researchers of the problems of self-fulfilment, Gewirth, defines self-fulfilment as turning into reality of person's deepest desires or the most deserved powers. He notes that searching for a decent human life means searching for self-fulfilment (Gewirth, 2009).

We define *personal self-fulfilment* as conscious self-development of a person, during which his/her potential is revealed in various spheres of life resulting in permanent achievement

of personally and socially significant effects, formation of own “living space”. *Professional self-fulfilment* is one of the most important forms of life self-fulfilment, which is characterized by a high level of manifestation of person’s professional potential in a chosen vocation, development of his/her abilities, merging into the profession, continual demand for his/her professional skills, extensive use of his/her professional experience and achievements by other specialists (Кокун, 2013).

Professional self-fulfilment can take place in two general *forms*: 1) an external professional form (achieving of significant gains in various aspects of professional activities); 2) an internal professional form (professional improvement aimed at enhancing of professional competence and development of professionally important qualities).

We also identified *10 attributes of professional self-fulfilment*: 1) *internal professional attributes* (a need of professional improvement; existence of a project for own professional development; predominant satisfaction with own professional achievements; continuous setting of new professional goals; formation of own “life-professional space”); 2) *external professional attributes* (achieving of desired professional goals; recognition of professional accomplishments by professional community; usage of person’s professional experience and achievements by other specialists; manifestation of personal potential and abilities through chosen profession; demonstration of a high level of creativity in professional activities) (Кокун, 2013).

In our previous studies carried out using the diagnostic Internet site, we identified certain characteristics of professional self-fulfilment of a skilled person from *various professional groups*. In particular, it was found out that skilled persons of a servicing sector have a significantly lower level of professional self-fulfilment than those of other professional groups (specialists with occupations of a “person-person” type, of a “person-sign” type, of a “person-mechanism” type, artists and workers), as well as levels of its two forms – external and internal professional self-fulfilment. The highest indexes of professional self-fulfilment were shown by artists, although exceeding of the indexes in comparison with other professions is not significant (not at statistically significant levels) (Kokun, 2014).

These results are obviously logical, because professional duties at servicing have relatively limited opportunities for professional self-fulfilment of skilled persons at their own professions. While creative professions, because of their content, give the widest possibilities for self-fulfilment. Therefore, in our opinion, skilled people of these professions are different from other professional groups to the greatest extent by the attribute “Continuous setting of new professional goals” ($p \leq 0.05 - 0.001$).

Object of the research: features of professional self-fulfilment of skilled people of different professions.

Aim of the research: to identify common and distinctive features of professional self-fulfilment of skilled people of different professions (with the study performed using the diagnostic Internet site and the traditional (“direct-contact”) study).

Participants of the research:

The remote study using the diagnostic Internet site (<http://prof-diagnost.org>) covered 332 skilled people of all ages and professions. The “direct-contact” empirical study involved 429 specialists of 10 professions. In particular: 30 top managers of commercial organizations, 32 employees of trade union organizations, 69 doctors of different specializations, 19 programmers and system administrators, 78 kindergarten teachers, 71 professors and university lecturers, 35 practical psychologists from educational organization, 25 teachers of music schools, 39 teachers of secondary schools, 31 scientists with higher qualifications. Almost all of direct-contact studies were held in Kyiv (excluding teachers who were studied in Zhytomyr).

Methods of the research

The study used the Professional Self-Fulfilment Questionnaire developed by us (Кокун, 2014) and three psychological diagnostic techniques:

- 1) self-efficacy scale of R. Schwarzer and M. Yerusalem,
- 2) motivation for professional work (the technique of K. Zamfir modified by A. Rean),
- 3) Personal Orientation Inventory of Everett L. Shostrom.

Research data were processed applying methods of mathematic statistics: descriptive statistics (mean, std. deviation, frequencies), Spearman correlation, independent samples T-test.

Features of professional self-fulfilment of skilled people of various specialities were studied without gender differentiation. This is due to the fact that, first, as the study using the diagnostic Internet site shows that the indicators from the Professional Self-Fulfilment Questionnaire for men and women differ only slightly, and second, a significant number of jobs for skilled person who were involved in the study are mostly gender-specific. Thus, nearly all studied preschool, secondary school teachers and educational psychologists are women, but programmers and system administrators are men.

Results and Discussion

Comparative analysis of skilled people of different professions on the base of professional self-fulfilment indicators

The first thing to note is that all professional self-fulfilment indicators of all professionals studied with the direct-contact approach are significantly higher than those of skilled people from the first “remote” sample ($p \leq 0,001$): its overall level, two forms and 10 attributes (Table 1). We think this may be due to the fact that the diagnostic Internet site was attended by a large number of skilled people of various professions from different regions. But the direct-contact study involved the representatives of 10 professions for whom, as it was expected by the researchers, professional self-fulfilment is relatively more expressed. In addition, the rise of professional self-fulfilment indicators could be due to the fact that nearly all these professionals live and work in the capital. The fact that preschool educators (half of whom were residents of Zhytomyr) have the lowest overall professional self-fulfilment indicator among all surveyed people of 10 professions speaks in favour of this hypothesis.

Table 1. Comparison of skilled people of different professions by the generalized indicators of the Professional Self-Fulfilment Questionnaire

No	Indicators	Professions											
		1	2	3	4	5	6	7	8	9	10	11	
1	Overall level of professional self-fulfilment	\bar{X}	74,2	92,1	83,0	86,2	93,8	80,0	82,3	83,2	82,6	89,4	82,0
		S_x	17,0	3,3	10,4	10,9	7,3	12,7	11,8	12,9	12,4	10,3	15,3
2	Internal professional self-fulfilment	\bar{X}	37,8	46,1	41,8	45,3	50,4	41,9	42,9	43,1	42,7	46,7	42,2
		S_x	9,3	2,1	6,0	6,2	3,9	6,8	6,5	6,5	6,7	5,7	7,9
3	External professional self-fulfilment	\bar{X}	36,3	46,0	41,2	40,9	43,4	38,1	39,4	40,1	39,9	42,7	39,8
		S_x	9,0	1,5	5,6	5,8	4,3	7,0	6,3	7,4	6,7	5,7	8,1

Notes: professions of skilled people: 1 – all types (excluding the service sector) studied with the diagnostic Internet site (n=275); 2 – top managers of commercial organizations (n=30); 3 – employees of trade union organizations (n=32); 4 – doctors (n=69); 5 – programmers and system administrators (n=19); 6 – preschool teachers (n=78); 7 – professors and university lecturers (n=71); 8 – practical educational psychologists (n=35); 9 – teachers of music schools (n=25); 10 – secondary school teachers (n=39); 11 – scientists of higher qualification (n=31).

The above results reveal the general pattern that internal professional self-fulfilment is higher than external one. It is expressed in the greatest manner among programmers and system administrators, doctors, preschool teachers and secondary school teachers ($p \leq 0,001$). It is the least expressed among top managers of commercial organizations.

Programmers and system administrators and top managers of commercial organizations have the highest level of professional self-fulfilment significantly exceeding the indicators for other professions ($p \leq 0,001$). Moreover, programmers and system administrators exceed top-managers of commercial organizations as for internal professional self-fulfilment, but managers, on the contrary, have a significantly higher level of external professional self-fulfilment. The next, as for the generalized indicators of professional self-fulfilment, go skilled people of two professions: secondary school teachers and doctors, they have much higher levels in comparison with representatives of six remaining professions ($p \leq 0,001$).

Skilled people of the remaining professions have similar indicators of professional self-fulfilment and make the third group in terms of its expressiveness. These are employees of trade unions, preschool teachers, professors and university lecturers, practical educational psychologists, teachers of music schools, scientists of higher qualification. But let us remind that the representatives of all these 10 professions have much higher levels of self-fulfilment in comparison with skilled people from the “statistically average” sample.

The next step is to analyze indicators of internal professional self-fulfilment for the representatives of various professions (Table 2).

Table 2. Comparison of the indicators of internal professional self-fulfilment for skilled people of different professions

No	Indicators	Professions											
		1	2	3	4	5	6	7	8	9	10	11	
1	A need of professional improvement	\bar{X}	7,88	9,90	8,50	9,68	10,58	8,88	9,21	9,54	9,20	9,85	9,16
		S_x	2,4	0,48	2,22	1,62	1,12	1,62	1,61	1,44	1,63	1,46	2,33
2	Existence of a project for own professional development	\bar{X}	6,93	8,97	7,19	9,04	10,11	7,73	8,52	8,34	7,76	8,72	7,90
		S_x	2,8	0,71	2,4	1,86	1,37	2,26	1,98	2,07	2,26	1,74	2,10
3	Predominant satisfaction with own professional achievements	\bar{X}	6,42	9,03	8,84	8,61	10,11	8,46	8,35	7,66	8,08	9,21	8,42
		S_x	3,0	0,55	1,8	2,08	1,44	1,95	2,11	2,10	1,93	1,57	1,84
4	Continuous setting of new professional goals	\bar{X}	8,92	8,77	8,19	9,80	10,05	8,81	8,75	9,06	9,36	9,67	8,29
		S_x	2,0	0,81	1,7	1,78	1,26	1,83	1,75	2,02	1,77	1,69	1,59
5	Formation of own “life-professional space”	\bar{X}	7,70	9,33	8,81	8,39	9,58	7,95	8,07	8,26	8,32	9,33	8,42
		S_x	2,1	0,66	1,4	1,70	1,07	1,61	1,8	1,68	1,67	1,66	2,17

Notes: see professions in the Table 1.

The results show that programmers and system administrators have the highest indicators of all five attributes of internal professional self-fulfilment. Among the representatives of other professions, top managers of commercial organizations have the most expressed a need of professional improvement and predominant satisfaction with own professional achievements.

Doctors show existence of projects for own professional development, continuous setting of new professional goals. Top managers of commercial organizations and secondary school teachers have the most expressed the formation of own “life-professional space”.

Employees of trade unions have relatively the least need for professional improvement, a desire to have a project for own professional development and continuous professional setting of new professional goals. The lowest satisfaction with own professional achievements is shown by practical educational psychologists. Formation of own “life-professional space” is least expressed by preschool teachers.

Quantitative comparison of expressiveness of different attributes of internal professional self-fulfilment for the entire surveyed sample shows that continuous setting of new professional goals and a need for professional improvement have the highest indicators ($M=8,91$ and $8,71$), exceeding significantly ($p \leq 0,001$) the indicators for other attributes – formation of own “life-professional space” ($M=8,12$), existence of a project for own professional development ($M=7,78$) and predominant satisfaction with own professional achievements ($M=7,70$). The indicator of the formation of own “life-professional space” is also significantly higher than the latter two attributes ($p \leq 0,001$).

Quantitative data on expressiveness of attributes of external professional self-fulfilment for the representatives of various professions is given in the Table 3.

Table 3. Comparison of the indicators of external professional self-fulfilment for skilled people of different professions

No	Indicators	Professions											
		1	2	3	4	5	6	7	8	9	10	11	
1	Achieving of desired professional goals	\bar{X}	7,47	8,90	8,31	8,39	8,95	7,82	7,90	7,97	7,88	8,69	8,16
		S_x	2,10	,66	,99	1,42	,97	1,68	1,53	1,68	1,39	1,34	1,46
2	Recognition of professional accomplishments by professional community	\bar{X}	7,11	9,03	8,22	8,14	9,11	7,41	7,39	8,11	7,88	8,82	8,23
		S_x	2,18	,66	1,49	1,39	1,37	1,90	1,83	1,74	1,78	1,53	1,70
3	Usage of person's professional experience and achievements by other specialists	\bar{X}	7,07	8,97	8,59	8,12	8,47	6,51	7,76	7,26	7,04	7,56	7,26
		S_x	2,45	,41	1,75	1,84	1,21	2,10	1,89	2,04	2,07	2,10	2,54
4	Manifestation of personal potential and abilities through chosen profession	\bar{X}	8,09	9,53	8,31	8,52	8,53	8,29	8,34	8,74	8,64	9,08	8,74
		S_x	2,21	,62	1,65	1,78	1,38	1,66	1,78	1,94	1,86	1,57	1,89
5	Demonstration of a high level of creativity in professional activities	\bar{X}	6,58	9,67	7,78	7,64	8,32	7,94	7,96	8,03	8,68	8,62	7,39
		S_x	2,53	,47	2,32	1,64	1,37	1,64	1,54	1,75	1,60	1,20	2,44

Notes: see professions in the Table 1.

Unlike internal professional self-fulfilment, programmers and system administrators have the highest indicators for only two of five attributes of external professional self-fulfilment (achieving of desired professional goals; recognition of professional accomplishments by professional community), and they only slightly exceed the results of top-managers of commercial organisations. The latter have significantly higher indicators in comparison with representatives of other professions for three remaining attributes.

Preschool teachers, professors and university lecturers, practical educational psychologists, teachers of music schools and secondary school teachers have the lowest level as for achieving of desired professional goals. Preschool teachers, professors and university lecturers also show the lowest level of recognition of professional accomplishments by professional community. Preschool teachers have the worst indicator of usage of person's professional experience and achievements by other specialists; and they and employees of trade union organization show the worst indicator of manifestation of personal potential and abilities through a chosen profession. Demonstration of a high level of creativity in professional activities is the worst among highly qualified scientists, doctors and employees of trade union organizations.

Quantitative comparison of expressiveness of different attributes of external professional self-fulfilment for the entire surveyed sample shows that the highest result is indicated for manifestation of personal potential and abilities through a chosen profession ($M=8,30$) that exceeds significantly other attributes ($p\leq 0,001$) – achieving of desired professional goals ($M=7,86$), recognition of professional accomplishments by professional community ($M=7,65$), usage of person's professional experience and achievements by other specialists ($M=7,33$) and demonstration of a high level of creativity in professional activities ($M=7,47$).

Comparative analysis of “external” relationships of the professional self-fulfilment indicators of skilled people of different professions

In our view, it is quite interesting to analyse the correlations of the professional self-fulfilment indicators with age. It was found out that the overall level of self-fulfilment correlates credibly with age ($p\leq 0,05$) only among the representatives of two out of the ten professions. These are professors and university lecturers, practical educational psychologists. For the representatives of one more profession – employees of trade union organizations – the correlation has credibility as statistical trend ($p\leq 0,1$). Moreover, for half of the professions used for the study – five out of ten – the correlation of the overall level of self-fulfilment with age is close to zero (top managers of commercial organizations, doctors, preschool teachers, secondary school teachers, scientists of higher qualification).

An age specific professional self-fulfilment for skilled people of different professions is characterized more clearly with the correlations of its two forms with age separately. So, for programmers and system administrators, internal professional self-fulfilment correlates strongly with age ($r=0,47$; $p\leq 0,05$). Professors and university lecturers also show a credible positive correlation of this form with age ($p\leq 0,05$), but for preschool teachers, a reliable tendency of internal professional self-fulfilment decrease with age is revealed.

The level of external professional self-fulfilment correlates expressively with age for practical educational psychologists ($r=0,54$; $p\leq 0,01$). There is also a significant correlation with age among professors and university lecturers and employees of trade union organization ($p\leq 0,05$).

The following correlations of professional self-fulfilment attributes with age should be noted:

- 1) *positive* correlation with age:
 - Formation of own “life-professional space” for employees of trade union organizations ($p\leq 0,05$), professors and university lecturers ($p\leq 0,01$), practical

- educational psychologists ($p \leq 0,05$), scientists of higher qualification ($p \leq 0,01$);
 - Recognition of professional accomplishments by a professional community for professors and university lecturers ($p \leq 0,01$) and practical educational psychologists ($p \leq 0,05$);
 - Usage of person's professional experience and achievements by other specialists for preschool teachers ($p \leq 0,01$), practical educational psychologists ($p \leq 0,01$) and scientists of higher qualification ($p \leq 0,05$);
 - Manifestation of personal potential and abilities through a chosen profession for practical educational psychologists ($p \leq 0,01$);
 - Demonstration of a high level of creativity in professional activities for employees of trade union organizations ($p \leq 0,01$), professors and university lecturers ($p \leq 0,01$), practical educational psychologists ($p \leq 0,01$);
- 2) *negative* correlation with age:
- Existence of a project for own professional development for employees of trade union organizations ($p \leq 0,05$) and preschool teachers ($p \leq 0,01$);
 - Continuous setting of new professional goals for teachers of musical schools ($p \leq 0,05$).

The following analysis reveals correlations of professional self-fulfilment indicators with the basic scales of Personal Orientation Inventory for skilled people of different professions (Table 4).

Table 4. Correlation of professional self-realization indicators of skilled people of different professions with the basic scales of Personal Orientation Inventory (POI) "Time competence" and "Support"

No	Directed	Scale	Professions								
			1	2	3	4	5	6	7	8	9
1	Overall level of professional self-fulfilment	Tc	,10	,02	,14	-,09	,10	,42**	,30	,30	,33*
		S	,27	,16	-,02	-,27	,16	,43**	,35*	,04	,40*
2	Internal professional self-fulfilment	Tc	,12	-,10	,17	,07	,10	,36**	,31	,35	,29
		S	,33	,08	,05	-,32	,11	,38**	,20	,07	,31
3	External professional self-fulfilment	Tc	,00	,18	,14	-,17	,08	,43**	,29	,23	,38*
		S	,11	,29	-,02	-,34	,17	,41**	,46**	,02	,41**
4	A need of professional improvement	Tc	,36	-,14	-,08	-,16	-,08	,12	,16	,34	,21
		S	,00	,21	-,14	-,51*	-,07	,15	,29	,07	,20
5	Existence of a project for own professional development	Tc	,11	-,07	,19	-,14	,14	,16	,34*	,33	,30
		S	,08	-,17	,17	-,25	,11	,27*	,37*	,09	,20
6	Predominant satisfaction with own professional achievements	Tc	,21	,11	,26*	-,03	-,02	,30**	,19	,17	,24
		S	,31	,20	,03	,10	,11	,24*	,16	-,02	,35*
7	Continuous setting of new professional goals	Tc	-,08	-,02	-,06	-,25	,10	,08	,20	,27	-,05
		S	,34	-,03	,03	-,55*	,13	,13	-,02	,25	-,16
8	Formation of own "life-professional space"	Tc	,15	-,29	,23	,10	,20	,47**	,40*	,24	,33*
		S	,34	,06	,15	-,27	,18	,40**	,37*	,23	,46**
9	Achieving of desired professional goals	Tc	-,20	-,14	,26*	,30	,03	,34**	,44**	,20	,27
		S	,07	,13	,08	-,05	,13	,41**	,21	,03	,34*

Continued Table 4

10	Recognition of professional accomplishments by professional community	Tc	,11	,06	,04	-,18	,04	,23	,14	-,20	,47**
		S	,05	,28	-,22	-,36	,08	,24*	,33	,18	,51**
11	Usage of person's professional experience and achievements by other specialists	Tc	-,03	,21	,06	,17	,04	,45**	,19	,09	,19
		S	,03	,15	-,03	-,27	,19	,37**	,40*	-,25	,17
12	Manifestation of personal potential and abilities through chosen profession	Tc	,04	,30	,02	-,54*	,12	,26*	,40*	,44*	,20
		S	,04	,12	,02	-,16	,13	,22	,49**	,09	,16
13	Demonstration of a high level of creativity in professional activities	Tc	,16	,22	,09	-,25	-,01	,27*	,23	,34	,21
		S	,02	,37*	,03	-,24	,14	,19	,41*	-,14	,30

Notes: 1) professions of skilled people: 1 – top managers of commercial organizations (n=30); 2 – employees of trade union organizations (n=32); 3 – doctors (n=69); 4 – programmers and system administrators (n=19); 5 – preschool teachers (n=78); 6 – professors and university lecturers (n=71); 7 – practical educational psychologists (n=35); 8 – teachers of music schools (n=25); 9 – secondary school teachers (n=39);

2) scales: Tc – “Time competence”; S – “Support”;

3) ** – correlation is significant at the level of $p \leq 0,01$; * – $p \leq 0,05$.

According to the results presented in the table, the professional self-fulfilment indicators correlate most strongly with the basic scales of Personal Orientation Inventory “Time competence” and “Support” among professors and university lecturers. This, as noted above, indicates, according to meaningful interpretation of these scales, significant dependence of opportunities for professional self-fulfilment of such skilled people on their ability to live in full at current moments of their lives, to embrace a whole life, to feel continuity of the past, present and future, to have independent values and to behave independently of external influences. Also, different professional self-fulfilment indicators correlate quite strongly with the basic POI scales among practical educational psychologists and scientists of higher qualification.

As for programmers and system administrators, by contrast, their opportunities for professional self-fulfilment are largely prevented by high scores on these scales. In particular, these professionals show a sufficient negative correlation between the Support scale and a need of professional improvement ($r = -0,51$; $p \leq 0,05$) and continuous setting of new professional goals ($r = -0,55$; $p \leq 0,05$) and between the Time Competence scale and manifestation of personal potential and abilities through chosen profession ($r = -0,54$; $p \leq 0,05$). As the representatives of this profession have significantly higher parameters at basic POI scales than other skilled people it is clear that “excessive life self-actualisation” begins to hinder some indicators of professional self-fulfilment.

Table 5 represents the correlation between the professional self-fulfilment indicators and professional self-efficiency on the scale of R. Schwarzer and M. Yerusalem for skilled people of different professions.

Table 5. Correlation between the professional self-fulfilment indicators and professional self-efficiency

No	Indicators	Professions									
		1	2	3	4	5	6	7	8	9	10
1	Overall level of professional self-fulfilment	,50**	,63**	,52**	,05	,30**	,55**	,49**	,29	,72**	,46**
2	Internal professional self-fulfilment	,58**	,58*	,48**	-,28	,25*	,55**	,32	,36*	,65**	,56**
3	External professional self-fulfilment	,33	,60**	,45**	,24	,29*	,49**	,57**	,23	,76**	,31
4	A need of professional improvement	,32	,52**	,07	,00	,20	,30*	,08	,39*	,32*	,47**
5	Existence of a project for own professional development	,53**	,34	,48**	,11	,21	,38**	,28	,36*	,50**	,62**
6	Predominant satisfaction with own professional achievements	,49**	,29	,38**	-,01	,03	,43**	,26	,23	,49**	,32
7	Continuous setting of new professional goals	,34	,50**	,38**	-,07	,39**	,44**	,21	,25	,42**	,40*
8	Formation of own "life-professional space"	,23	,51**	,47**	-,11	,19	,46**	,60**	,17	,66**	,20
9	Achieving of desired professional goals	,32	,39*	,59**	,07	,29*	,52**	,45**	,30	,74**	,34
10	Recognition of professional accomplishments by professional community	,39*	,27	,39**	,16	,05	,16	,34*	,18	,53**	,25
11	Usage of person's professional experience and achievements by other specialists	,11	,23	,28*	-,02	,26*	,45**	,48**	-,12	,50**	,28
12	Manifestation of personal potential and abilities through chosen profession	,09	,50**	,14	,47*	,16	,33**	,54**	,36*	,49**	,42*
13	Demonstration of a high level of creativity in professional activities	-,06	,52**	,32**	,45*	,45**	,39**	,55**	,10	,66**	,39*

Notes: 1) professions of skilled people: 1 – top managers of commercial organizations (n=30); 2 – employees of trade union organizations (n=32); 3 – doctors (n=69); 4 – programmers and system administrators (n=19); 5 – preschool teachers (n=78); 6 – professors and university lecturers (n=71); 7 – practical educational psychologists (n=35); 8 – teachers of music schools (n=25); 9 – secondary school teachers (n=39); 10 – scientists of higher qualification (n=31);

2) ** – correlation is significant at the level of $p \leq 0,01$; * – $p \leq 0,05$.

We can see that professional self-efficacy correlates strongly and significantly enough with the professional self-fulfilment indicators among skilled people of nearly all studied professions. In particular, the strongest correlation of the generalized indicators of professional self-fulfilment with professional self-efficacy is shown by secondary school teachers ($r=0,65-0,76$; $p \leq 0,01$). This correlation is also strong enough for top managers of commercial organizations, employees of trade union organizations, doctors, professors and university lecturers, educational psychologists and scientists of higher qualification.

Again, programmers and system administrators stay somewhat aloof, their professional self-efficacy correlate significantly only with the following two external professional self-fulfilment indicators: manifestation of personal potential and abilities through a chosen

profession ($r=0,47$; $p\leq 0,05$) and demonstration of a high level of creativity in professional activities ($r=0,45$; $p\leq 0,05$). Moreover, the correlation with internal professional self-fulfilment is negative at all ($r=-0,28$).

Analysis of correlation of the professional self-fulfilment indicators with internal and external positive professional motivation for the studied skilled people (Table 6) also shows interesting results.

Table 6. Correlation of the professional self-fulfilment indicators with internal and external positive professional motivation

No	Indicators	Motivation.	Professions								
			1	2	3	4	5	6	7	8	9
1	Overall level of professional self-fulfilment	I	,57**	,35**	-,17	,35**	,42**	,23	,64**	,46**	,29
		EP	,10	-,04	,21	,30*	,09	-,20	,07	,34*	,32
2	Internal professional self-fulfilment	I	,54**	,36**	-,11	,26*	,42**	,09	,59**	,40*	,33
		EP	,17	,01	,05	,28*	,13	-,01	,06	,41**	,28
3	External professional self-fulfilment	I	,49**	,21	-,20	,29*	,36**	,27	,53**	,47**	,25
		EP	,07	-,16	,25	,25*	,01	-,35*	,05	,30	,22
4	A need of professional improvement	I	,44*	,36**	-,01	,21	,40**	-,02	,52**	,15	,48**
		EP	,05	,17	,09	,33**	,20	-,05	,06	,21	,33
5	Existence of a project for own professional development	I	,15	,16	-,16	,27*	,27*	,10	,38	,37*	,23
		EP	,37*	,13	-,20	,24*	,20	-,12	,15	,31	,21
6	Predominant satisfaction with own professional achievements	I	,50**	,20	-,17	,08	,23	,17	,57**	,22	,04
		EP	,15	,00	,54*	,21	,14	,07	-,29	,29	,13
7	Continuous setting of new professional goals	I	,35*	,27*	,01	,28*	,31**	,06	,10	,20	,23
		EP	,01	-,08	,10	,08	,08	-,10	,12	,14	,30
8	Formation of own "life-professional space"	I	,55**	,18	-,36	,20	,30*	,16	,43*	,41*	,15
		EP	,01	-,14	,14	,13	,03	-,29	,10	,43**	-,08
9	Achieving of desired professional goals	I	,16	,09	-,47*	,29*	,30*	,03	,40*	,18	,30
		EP	,17	-,22	-,22	,13	-,05	-,22	,00	,25	,08
10	Recognition of professional accomplishments by professional community	I	,31	,16	-,06	,07	,28*	,27	,20	,38*	,21
		EP	-,01	-,10	,27	,20	-,10	-,27	-,11	,22	,41*
11	Usage of person's professional experience and achievements by other specialists	I	,20	,23	-,17	,23	,38**	,36*	,41*	,53**	,26
		EP	-,19	-,22	,19	,19	,08	-,20	,18	,17	,10
12	Manifestation of personal potential and abilities through chosen profession	I	,34	,22	,07	,28*	,27*	,18	,61**	,32*	,48**
		EP	,13	-,08	,44*	,26*	,20	-,25	,00	,19	,47**
13	Demonstration of a high level of creativity in professional activities	I	,54**	,14	-,33	,28*	,24*	,21	,28	,29	,08
		EP	,00	-,07	,11	,24*	,03	-,40*	-,02	,47**	-,01

Notes: 1) see professions in the Table 4; 2) motivation: I – internal; EP – external positive; 3) ** – correlation is significant at the level of $p\leq 0,01$.

Employees of trade union organization, professors and university lecturers, and teachers of music schools have the generalized indicators of professional self-fulfilment related most closely with the internal motivation ($r=0,36-0,64$; $p\leq 0,05-0,01$). Quite close correlations between these indicators are also shown by doctors and preschool teachers ($r=0,21-0,36$; $p\leq 0,1-0,01$). A positive correlation between them, which, however, does not reach a significant level, is recorded for practical education psychologists and scientists of higher qualification.

Only for programmers and system administrators, the correlation between these indicators is reversed that shows again the clear “not typicality” of these professionals. So, in contrast to all other skilled people, external positive motivation for them is more important for their professional self-fulfilment. In particular, its correlation with such indicators as predominant satisfaction with own professional achievements and manifestation of personal potential and abilities through a chosen profession is equal to $r=0,44-0,54$ ($p\leq 0,05$).

Conclusions

The study has covered skilled people of 10 professions and revealed a general pattern that internal professional self-fulfilment is usually higher than external one. It is the most expressed among programmers and system administrators, doctors, preschool teachers and secondary school teachers; but it is the least intense for top managers of commercial organizations.

Programmers and system administrators and top managers of commercial organizations have the highest level of professional self-fulfilment significantly exceeding the indicators for other professions. Moreover, programmers and system administrators exceed top-managers of commercial organizations as for internal professional self-fulfilment, but managers, on the contrary, have a significantly higher level of external professional self-fulfilment. The next, as for the generalized indicators of professional self-fulfilment, go skilled people of two professions: secondary school teachers and doctors, they have much higher levels in comparison with representatives of six remaining professions.

Programmers and system administrators have the highest indicators of all five attributes of internal professional self-fulfilment. Among the representatives of other professions, top managers of commercial organizations have the most expressed a need of professional improvement and predominant satisfaction with own professional achievements. Doctors show existence of projects for own professional development, continuous setting of new professional goals. Top managers of commercial organizations and secondary school teachers have the most expressed formation of own “life-professional space”.

Employees of trade unions have relatively the least need for professional improvement, a desire to have a project for own professional development and continuous professional setting of new professional goals. The lowest satisfaction with own professional achievements is shown by practical educational psychologists. Formation of own “life-professional space” is least expressed by preschool teachers.

Unlike internal professional self-fulfilment, programmers and system administrators have the highest indicators for only two of five attributes of external professional self-fulfilment (achieving of desired professional goals; recognition of professional accomplishments by professional community), and they only slightly exceed the results of top-managers of commercial organisations. The latter have significantly higher indicators in comparison with representatives of other professions for three remaining attributes.

Quantitative comparison of expressiveness of different attributes of internal professional self-fulfilment shows that continuous setting of new professional goals and a need for professional improvement have the highest indicators exceeding significantly indicators for other attributes. The indicator of formation of own “life-professional space” is also significantly

higher than the latter two attributes. Quantitative comparison of expressiveness of different attributes of external professional self-fulfilment shows that highest result is indicated for manifestation of personal potential and abilities through chosen profession that exceeds significantly other attributes.

The overall level of self-fulfilment correlates credibly with age only among the representatives of two out of the ten professions (professors and university lecturers, practical educational psychologists). For the representatives of one more profession – employees of trade union organizations – the correlation has credibility as a statistical trend. Moreover, for half of the professions used for the study – five out of ten – the correlation of the overall level of self-fulfilment with age is close to zero (top managers of commercial organizations, doctors, preschool teachers, secondary school teachers, scientists of higher qualification).

An age specific professional self-fulfilment for skilled people of different profession is characterized more clearly with the correlations of its two forms with age separately. So, for programmers and system administrators, internal professional self-fulfilment correlates strongly with age. Professors and university lecturers also show credible positive correlation of this form with age. But for preschool teachers, a reliable tendency of internal professional self-fulfilment decrease with age is revealed. The level of external professional self-fulfilment correlates expressively with age for practical educational psychologists, professors and university lecturers and employees of trade union organizationa.

It was determined that the following attributes *increase* with age:

- Formation of own “life-professional space” for employees of trade union organizations, professors and university lecturers, practical educational psychologists, scientists of higher qualification;
- Recognition of professional accomplishments by a professional community for professors and university lecturers and practical educational psychologists;
- Usage of person’s professional experience and achievements by other specialists for preschool teachers, practical educational psychologists and scientists of higher qualification;
- Manifestation of personal potential and abilities through a chosen profession for practical educational psychologists;
- Demonstration of a high level of creativity in professional activities for employees of trade union organizations, professors and university lecturers, practical educational psychologists.

The following attributes *decrease* with age:

- Existence of a project for own professional development for employees of trade union organizations and preschool teachers;
- Continuous setting of new professional goals for teachers of musical schools.

The professional self-fulfilment indicators correlate most strongly with the basic scales of Personal Orientation Inventory “Time competence” and “Support” among professors and university lecturers, practical educational psychologists, scientists of higher qualification. As for programmers and system administrators, by contrast, their opportunities for professional self-fulfilment are largely prevented by high scores on these scales. As the representatives of this profession have significantly higher parameters at basic POI scales than other skilled people it is clear that “excessive life self-actualisation” begins to hinder some indicators of professional self-fulfilment.

Professional self-efficacy sufficiently correlates strongly and significantly enough with the professional self-fulfilment indicators among skilled people of nearly all studied professions (except programmers and system administrators). In particular, the strong correlation of the generalized indicators of professional self-fulfilment with professional self-efficacy is shown

by secondary school teachers, top managers of commercial organizations, employees of trade union organizations, doctors, professors and university lecturers, educational psychologists and scientists of higher qualification.

Employees of trade union organization, professors and university lecturers, and teachers of musical schools, doctors and preschool teachers have the generalized indicators of professional self-fulfilment related most closely with the internal motivation. Only for programmers and system administrators the correlation between these indicators is reversed that shows again the clear “not typicality” of these professionals. So, in contrast to all other skilled people, external positive motivation for them is more important for their professional self-fulfilment.

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PROFESSIONAL SELF-FULFILMENT OF SKILLED PEOPLE OF DIFFERENT PROFESSIONAL GROUPS AND SPECIALITIES

Summary

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The article presents the research aimed at determination of comparative features of professional self-fulfilment of a skilled person working at 10 different lines of profession. The remote study using the diagnostic Internet site (<http://prof-diagnost.org>) covered 332 skilled people of all ages and professions. The “direct-contact” empirical study involved 429 specialists of 10 professions. In particular: 30 top managers of commercial organizations, 32 employees of trade union organizations, 69 doctors of different specializations, 19 programmers and system administrators, 78 kindergarten teachers, 71 professors and university lecturers, 35 practical psychologists from educational organizations, 25 teachers of music schools, 39 teachers of secondary schools, 31 scientists with higher qualifications.

The study has covered skilled people of 10 professions and revealed a general pattern that internal professional self-fulfilment is usually higher than external one. It is the most expressed among programmers and system administrators, doctors, preschool teachers and secondary schools teachers; but it is the least intense for top managers of commercial organizations.

Programmers and system administrators and top managers of commercial organizations have the highest level of professional self-fulfilment significantly exceeding the indicators for other professions. Moreover, programmers and system administrators exceed top-managers of commercial organizations as for internal professional self-fulfilment, but managers, on the contrary, have a significantly higher level of external professional self-fulfilment. The next, as for the generalized indicators of professional

self-fulfilment, go skilled people of two professions: secondary school teachers and doctors, they have much higher levels in comparison with representatives of six remaining professions.

The overall level of self-fulfilment correlates credibly with age only among the representatives of two of the ten professions (professors and university lecturers, practical educational psychologists). For the representatives of one more profession – employees of trade union organizations – the correlation has credibility as a statistical trend. Moreover, for half of the professions used for the study – five out of ten – the correlation of the overall level of self-fulfilment with age is close to zero (top managers of commercial organizations, doctors, preschool teachers, secondary school teachers, scientists of higher qualification).

An age specific professional self-fulfilment for skilled people of different profession is characterized more clearly with the correlations of its two forms with age separately. So, for programmers and system administrators, internal professional self-fulfilment correlates strongly with age. Professors and university lecturers also show credible positive correlation of this form with age, but for preschool teachers, a reliable tendency of internal professional self-fulfilment decrease with age is revealed. The level of external professional self-fulfilment correlates expressively with age for practical educational psychologists, professors and university lecturers and employees of trade union organizations.

Professional self-efficacy sufficiently correlates strongly and significantly enough with the professional self-fulfilment indicators among skilled people of nearly all studied professions (except programmers and system administrators). In particular, the strong correlation of the generalized indicators of professional self-fulfilment with professional self-efficacy is shown by secondary school teachers, top managers of commercial organizations, employees of trade union organizations, doctors, professors and university lecturers, educational psychologists and scientists of higher qualification.