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EXPERİMENTAL-PSYCHOLOGİCAL RESEARCH AS A MAİN FACTOR İN SELF- ACTUALİZATİON AND PROFESSİON SELECTİON OF ADOLESCENTS

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Abstract: The article is devoted to the study of the role of self-actualization and profession motives in the profession selection in adolescents. Research has shown that increasing the level of self-actualization in adolescents depends on a number of factors, including the self-esteem of adolescents, changing their attitudes towards their potential and the nature of the formative work carried out with them. However, research has shown that there is a correlative dependency, and this dependence is positive, between adolescents' profession selection and self-assessment, self-actualization, and training costs.

Keywords: adolescents, profession selection, self-actualization, profession motives, experimental-psychological research

Introduction

The acceleration of technological development in the modern era, the emergence of new professions, and the increased integration into the world have made comprehensive changes in profession selection. The increased demand for various occupations complicates the process of choosing a profession in a market economy and requires adaptation of the human factor to these changes. In this regard, issues such as the selection process of any profession, as well as the human factor in this choice, relevance of the existing potential to the chosen profession, and so forth, are at the forefront. Given the fact that realistic ideas about the profession are formed during adolescence, it is undeniable that it will benefit from the direction and psychological mechanisms of this process in adolescents for society.

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Although a profession selection in adolescents is in its infancy, at this age, it has a leading motivation for self-actualization (I.V.Dobrovina, A.M.Prixojan, V.V.Zachepin, 2008). From this point of view, Y.A.Klimov emphasizes the importance of profession selection orientation: "Any kind of assistance should be given to the teenager in getting a broad and necessary direction in the professional world. He must be the author of his own life path, the project, and the creator of this path." (Klimov E.A., 1990). However, it is necessary to guide this founder and create a favourable educational environment for him to unlock his potential. When examining the factors that influence the formation of a profession selection in adolescents, they have come to the conclusion that it is important not only to identify areas of specialization that can be chosen by an individual but also to enhance learning aspirations (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). However, the study of the impact of self-actualization on profession selection orientation is not systematic. From this point of view, the aim of this study was to establish the level of self-actualization of the profession and to identify its psychological mechanisms.

Research methods

Several indications were measured during the research, and subsequent assessments were made through the formative work to indicate whether the indications were different from the initial assessment. The scale is on the other hand (A.Rean and S.Kolominsky), self-actualization inquiry of personality (S.Shostrom), methods of "motives of profession selection" were used. The research involved adolescents studying at the Heydar Aliyev Lyceum in Baku city. In the experiment, 120 people in the control group and 120 people in the experimental group participated. The total number of people involved in the experiment was 240 people. The number and gender composition of the study participants are shown in Picture 1.
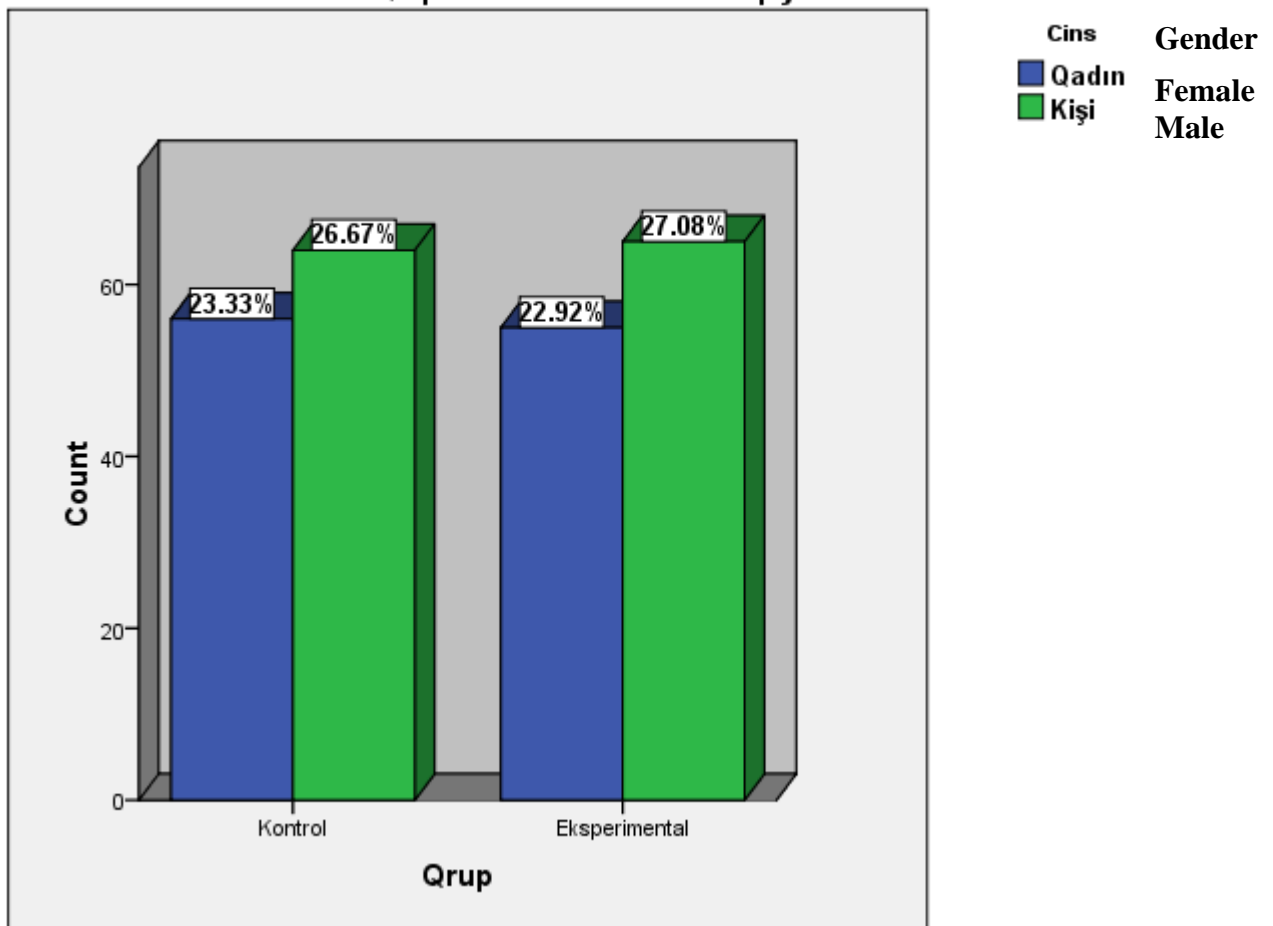
Description of the research

To study the trends in the impact of self-actualization on adolescents' profession selection, first of

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all, they tried to carry out diagnostics of self-actualization and profession selection. Two groups were selected and dozens of methodologies were conducted. Initially, adolescents attempted to determine the levels of self-actualization in both control groups and experimental groups.

Comparison of groups by gender

Picture 1. Gender indicators of participants in the control and experimental groups
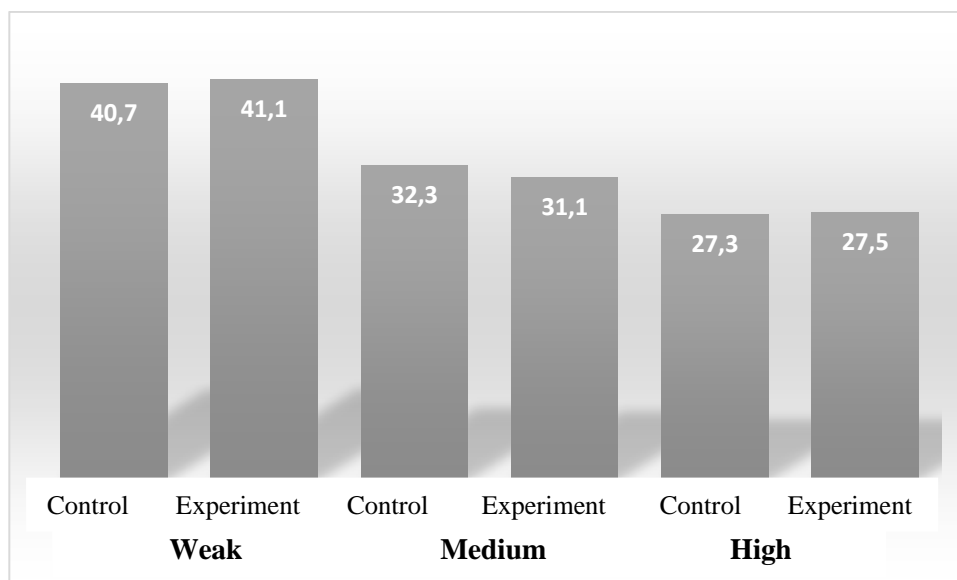
As shown in Picture 1, the number and gender composition were selected according to the principles of the research, with each group attempting

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to obtain the appropriate number of adolescents. As can be seen from Picture 2, the levels of self-actualization are lower in both control groups and experimental groups. As can be seen in Picture 2, the high levels of self-acculturation do not differ significantly between the experimental and control groups (27,3%; 27,5%). Also, both groups have the same intensity (40,7%;41,1%).

All three levels of self-actualization are below the norm in both groups and need to be developed. Under these conditions, we considered it appropriate to evaluate student learning successes to determine the direction of self-actualization's impact on profession selection. Because comparing the levels of self-actualization with training successes can inform us about profession selection. For this purpose, we also considered it appropriate to evaluate the academic achievement of adolescents before the experiment.
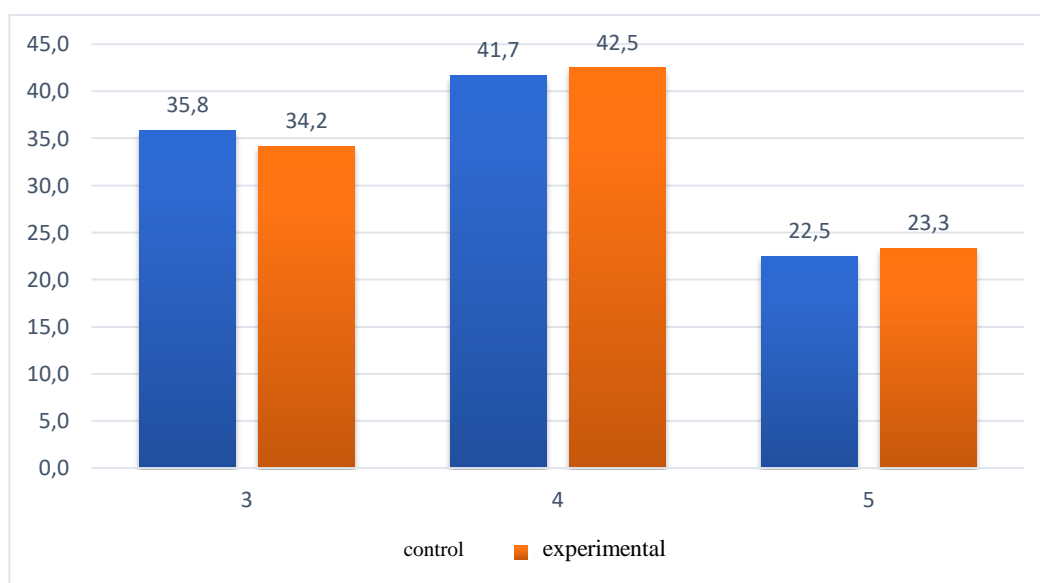

Picture 2. Indicators of self-actualization levels in control and experimental groups (before the experiment)

As shown in Picture 2, the percentages of adolescents who are "sufficient", "good" and "excellent" correspond to the levels of self-

actualization in the experimental group or in the control group. This fact shows that there is some dependence between training prices and levels of self-actualization. However, the number of "excellent" readers is much lower than for "good" and "sufficient" readers. In order to determine the level of personality development in adolescents, we tried to determine the adequacy of self-assessment in adolescents. Research has shown that there is a definite relationship between self-assessment and self-actualization. This relationship is illustrated in Table 1.

Picture 3. The results of marks of academic performance in adolescents
(before the experiment)

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

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

As can be seen from Table 1, the relationship between self-actualization and self-assessment prior to experiment is either weak or tendency (Sig=0.971, p=0.002). This fact shows that some level of self-actualization corresponds to the levels of self-assessment.

Table 2.Indicators of self-assessment of academic achievement in adolescents (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 relationship between academic achievements and self-assessment prior to experiment, but they are weak or

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tendency (Sig=0.950, p=0.004). This fact indicates that as the level of self-assessment declines, academic success tends to diminish, which indirectly affects profession selection.
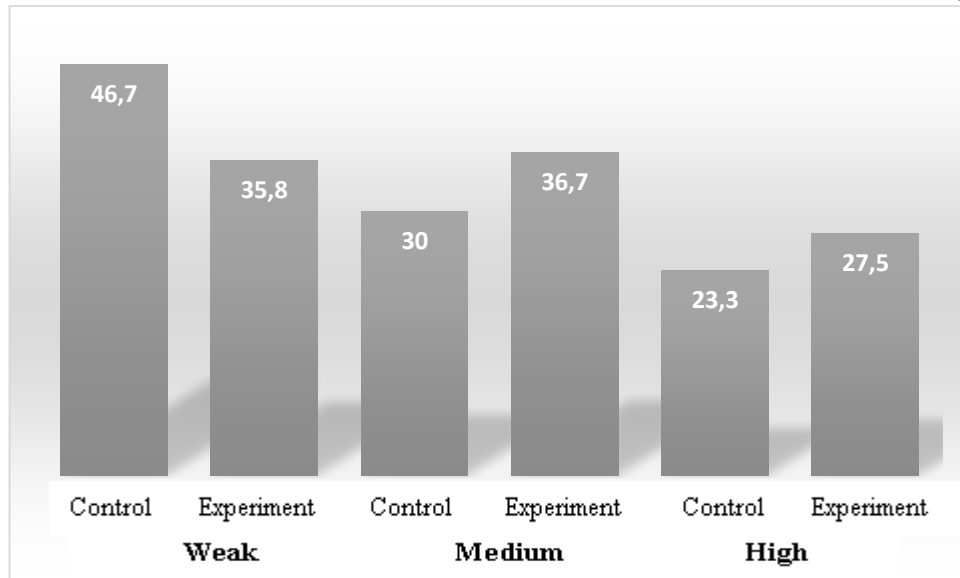
The research of the levels of self-actualization of adolescents has shown that levels of self-actualization are generally lower in both the experimental and control groups. Without analyzing the separate scale of self-actualization only its levels were measured. It was found that various factors influence the development of self-actualization. Each of these factors, however, was tested for consistency with the levels of self-actualization in parallel with indicators of learning activities that are necessary for the adolescent age. As the I phase of the study is diagnostic, further development of its results is reflected in Phase II and III.

During phase II of the research, formative work has been initiated to determine in what aspect the rise of self-actualization in adolescents influences profession selection.

The main directions of the formative work were such methods as conducting training with teenagers, organization of entertaining lessons for potential discovery, weekly reports, use of self-actualization cards and so on.

After the formative work, the levels of self-actualization, academic achievement and profession selection motivations were identified through dozens of methods.
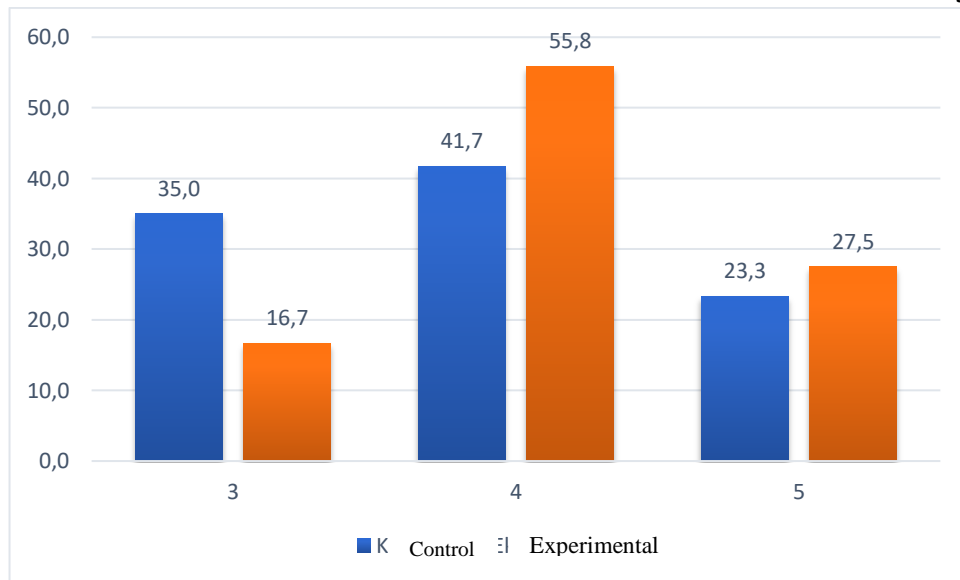
Initial analyzes showed that, unlike previous measurements, the level of self-actualization of adolescents is on the rise line, there is a change in the content of professional motivations, and academic achievement has begun to increase.

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Picture 4. Indicators of self-actualization levels in control and experimental
groups (after the experiment)

The experiment showed that increasing the level of self-actualization in adolescents, as well as changing the attitude of adolescents to their potential opportunities, had a significant impact on their profession selection. Thus, the adolescents reevaluated their chosen field of the profession before the experiment, and a number of innovations revealed themselves.

To examine the main reasons for this, we looked at the changing dynamics of self-assessment, which form the basis of adolescents' personality. The result showed that self-assessment is one of the key elements that can lead to increased levels of self-actualization and specification of profession selection.

Picture 5. Results on prices of academic performance in adolescents

(after the experiment)

As a result of self-assessment changes, positive moments emerge in the relationship, and the teenager aims to realize his or her potential in the field that is necessary and appropriate.

From this point of view, there is a significant relationship between the experimental group and the control group.

Such facts suggest that the harmony of training and interpersonal relationships is important for adolescents to activate their self-actualization and profession selection. If there is dynamic change as a result of formative work in temporary experimental groups, the creation of a favourable educational environment and the establishment of interpersonal relationships can solve these problems.

Table 3.Statistical indicators between self-actualization and

profession selection in adolescents

Self-actualization	Profession selection					
Scales			Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
		f				Lower	Upper
Timing scale	335	38	0.738	.100	.298	.487	.687
Support scale	.629	38	0.009	2.475	0.941	.620	4.330
Values scale	.212	38	0.832	-0.075	0.354	0.772	0.622
Behavior scale	145	38	0.885	0.058	0.404	0.737	0.853
Sensitivity scale	.722	38	0.000	1.042	0.221	.607	1.476
Spontaneous scale	2.875	38	0.004	-0.800	0.278	1.348	-0.252
Self-esteem scale	.261	38	0.025	0.600	0.265	.077	1.123
Self-awareness scale	.050	38	0.960	0.017	0.333	0.640	0.673
The scale of imagination about human nature	.153	38	0.032	0.442	0.205	.038	0.846
Synergy scale	.642	38	0.000	0.575	0.158	.264	0.886

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Aggression scale	5.075	38	0.000	-1.517	0.299	2.105	-0.928
Communication scale	.267	38	0.206	0.450	0.355	0.250	1.150
Cognitive requirements	.806	38	0.031	0.483	0.212	0.035	0.801
Creativity scale	2.750	38	0.006	-0.617	0.224	1.058	-0.175

As can be seen from Table 3, not all of the self-actualization scales, some of them are correlated between multiple scales and profession selection, and this relationship is bilateral.

The correlation (Sig. = 0.009, p = 0.01) between support scale and profession selection is higher. At the same time, there is a dependence on the scale of sensitivity (Sig.= 0.000, p=0,001), the spontaneous scale (Sig.= 0.004, p=0,05), the self-esteem scale (Sig.= 0.025, p=0,05), the scale of human nature (Sig.= 0.032, p=0,05), the synergy scale (Sig.= 0.000, p=0,01), the aggression scale (Sig.= 0.000, p=0,01), the cognitive demands (Sig.= 0.031, p=0,05), the creativity scale (Sig.= 0.006, p=0,05).

Table 4.Comparison of attitudes to different occupations in adolescents

	Group		Mean	Std. Deviation	Std. Error Mean
The choice of profession - nature	Control	20	3.58	1.854	0.169
	Experimental	20	3.59	1.722	0.157
The choice of profession - technique	Control	20	3.70	1.653	0.151
	Experimental	20	4.42	1.338	0.122
The choice of profession - human	Control	20	4.18	1.484	.135
	Experimental	20	4.43	1.407	0.128
The choice of profession - symbols	Control	20	4.17	1.770	0.162
	Experimental	20	3.19	1.519	0.139
The choice of profession - artistic images	Control	20	3.65	1.804	0.165
	Experimental	20	4.20	1.790	0.163

As can be seen from Table 4, the differences between the experimental and control groups in the choice of profession are not high.

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Table 5.Correlation of self-actualization with academic achievement in

adolescents

						95% Confidence Interval of the Difference	
		d f	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Academic achievement	2.455	238	0.015	-0.225	0.092	-0.406	-0.044
	2.455	233.435	0.015	-0.225	0.092	-0.406	-0.044

Table 6.The relationship between self-actualization and academic achievement in

adolescents

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

Note : ** it shows a binary correlation relationship at level 0.01.

As Table 6 shows, there is a correlation relation between self-actualization and academic achievement in adolescents. These relationships are

positive and are significant at sig = 0.000, p = 0.872 **.

Apparently, this connection is quite high and can increase the level of self-actualization by increasing training success. Training successes can also be achieved by improving the level of self-actualization. This connection is two-sided. The creative and fun organization of the training activities can also increase the level of self-actualization, thus it creates potential opportunities. However, research has shown that there is a correlation between self-assessment and self-actualization and learning achievement in adolescents, and this correlation is positive.

Conclusion

Research has shown that increasing the level of self-actualization in adolescents depends on a number of factors, including the self-actualization of adolescents, changing their attitudes towards their potential and the nature of their work. There is a link between self-actualization and the need for security in the hierarchy of requirements (at level r=0,004, p=-0,554) as well as the need for interpersonal relationships when influencing adolescents' self-

actualization in their profession selection (r=0,42, p=3.014). The link between self-actualization support scale and profession selection is self-evident (Sig.= 0.0-09, p=0,01). Communication with other scales is also positive and important. This indicates that adolescents receive significant support from their parents and teachers for their profession selection. Research has shown that adolescents' self-actualization of different types of occupations is important, and this link is important in the selection of technical areas (sig=0.000, at level p=0,01), profession selection (sig=0.000, at level p=0,01) and artistic observation (sig=0.019, at level p=0,05). Among occupational motives, the motives that correlate with self-actualization are internal individual motivations. At this time the dependence is characteristic of sig = 0.118 and there is a dependency at p = 0.001. The differences in academic achievement across groups show themselves in adolescents. In the experimental group, academic achievement is high, and its correlation with self-actualization is significant and positive.

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Along with all this, it has been found that increasing self-assessment can increase the intensity of self-expression and thereby diminish its potential. The facts show that self-actualization motivations are higher in self-esteemed adolescents and training is a success in activities.

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