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## Experimental Study of Psychological Conditions of Development of High School Students' Independence in Planning of the Professional Prospects

### Експериментальне вивчення психологічних умов розвитку самостійності старшокласників у плануванні професійних перспектив

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## Наталія Лісянська

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### ABSTRACT

**The purpose of this article** is to highlight results of the experimental study of the psychological conditions of development of high school students' independence in planning of the professional prospects.

The following **methods of the research** were used: theoretical: theoretical and methodological analysis, systematization of scientific literature of the investigated problem; empirical: testing by «Methodology for the study of the professional identity status» (A. Azbel, A. Gretsov); «Multidimensional functional diagnostics of responsibility» (V. Priadein); «The style of self-regulation of behavior» (V. Morosanova); «Diagnosis of personality self-activation» (M. Odintsova, N. Radchikova); mathematical and statistical methods for experimental data processing based on the IBM SPSS-20 program (descriptive statistics, Spearman's correlation analysis).

**The results of the research.** Using theoretical analysis, psychological conditions of development of high school students' independence in planning of the professional prospects have been determined: personal activity, developed self-regulation, high level of responsibility.

The research of the independence manifestation in professional prospects planning has shown that most respondents are in the process of solving the problem of choosing a profession; their ideas about the professional future are imposed from the outside and are not the result of independent choice.

The research of the psychological conditions has shown that a significant number of the studied adolescents are characterized by high and average levels of personal activity. It has been established that among respondents, the awareness of behavior self-regulation in professional prospects planning is manifested mainly at an average level, that is, the need for conscious planning and programming of their behavior is not completely formed, they depend on the situation and the opinions of people around them. The majority of the respondents have shown a neutral manifestation of responsibility.

**Conclusions.** *According to the results of the study, the noted psychological conditions of development of high school students' independence in planning of the professional prospects have been statistically proved.*

**Key words:** *independence, professional self-determination, planning of professional prospects, self-regulation, personal activity, responsibility.*

## Introduction

According to the National Doctrine of Development of Ukraine Education in the 21st Century, the priority is to develop the qualities necessary for self-realization of each personality: ability to self-determination, to make conscious choices among a large number of social relationships and social connections, capacity to interact and cooperate, resolve conflicts and make agreements, ability to take on different social roles, develop self-education skills, acquire and process the flow of information, ability to make responsible decisions in a situation of choice and constant changes, ability to independently organize own activities, set and achieve goals, capacity to be responsible for own decisions and actions. These qualities are based on the independence as a personal property.

Professional choice is a life choice, largely determining the further path of a high school student. This choice is influenced by many factors: family, community guidelines, notions of one's abilities and others. In this situation, in order to make the right choice, a teenager is constantly forced to be in the process of setting and solving the life tasks, which is also facilitated by the worldwide processes: globalization, active migration of professionals, personnel crisis, informatization of society. In such conditions making an independent professional choice becomes a difficult task, and just this necessity of independent professional choice, necessity of the presence of conscious internal criteria of assessment and actions according to one's own psychological characteristics should become the forefront of career guidance. In the current context, the widespread negative phenomenon of Professional Marginalization

contributes to the particular relevance of searching for new ways and methods of psychological and pedagogical support of professional self-determination.

The problem of development of the independence as a personal quality, the nature of its development in early ontogeny, especially in adolescence, has been studied in a number of domestic and foreign studies (Божович, 2008; Субботский, 2007; Павлюк, 2019; Эльконин, 1995).

Vocational guidance technologies and psychology of professional self-determination have been practiced by many foreign (Holland, 1966; Athanasou, 2019; Super, Savickas, Super, 1996), as well as by domestic scientists (Гуцан, Морін, Охрименко та ін., 2016). Russian scientists (Климов, 2010; Пряжников, 2019) also developed many variations of providing assistance to an optant in choosing a profession.

Simultaneously, specifics of development of teenagers' independence in the context of professional perspective planning is researched insufficiently and requires an experimental study and development of effective methods of professional self-determination of students.

**The purpose of this article** is to highlight results of an experimental study of the psychological conditions of development of high school students' independence in planning of the professional prospects.

### **The tasks of the article**

The purpose has been provided by solution of the following tasks:

- 1) to identify the status of professional self-determination and the level of independence of high school students in planning of the professional prospects;
- 2) to determine the leading conditions that contribute to the development of independence in the planning of professional prospects in senior adolescence.

## Methods of the research

*Theoretical*: theoretical and methodological analysis of the current state of the problem; systematization and generalizations of scientific literature of the investigated problem; *empirical*: testing by «Methodology for the study of the professional identity status» (A. Azbel, A. Gretsov); «Multidimensional functional diagnostics of responsibility» (V. Pryadein); «The style of self-regulation of behavior» (V. Morosanova); «Diagnosis of personality's self-activation» (M. Odintsova, N. Radchikova); *mathematical and statistical methods* for experimental data processing based on the IBM SPSS-20 program (descriptive statistics, Spearman correlation analysis).

Research of manifestations of independence in planning of the professional prospects has been carried out on the basis of Stepove and Mykhailivka Institutions of General Secondary Education of I–III stages. The study sample consisted of 87 adolescents of 16–17 years, high school students.

## Results and the discussion

Theoretical analysis of research of the problem of independence has allowed to establish that independence is an interdisciplinary concept; in psychology, independence is revealed through such concepts as subjectivity, personal autonomy, self-regulation. Independence is a conscious motivation and reasonableness of actions, autonomy from other people's influences, desire and ability to act in accordance with one's own beliefs. It manifests itself differently and specifically in different activities (Павлюк, 2019).

Independence form the basis of a wide range of personal relationships with the world and character traits, and it is a certain way related to the conditions of communication and activity of a teenager. As a result of the review, such psychological newgrowths as integrated identity and self-regulation (independence) can be regarded as the key in adolescence. These newgrowths determine specifics of choosing a life path,

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the time for which comes in high school. Due to the social situation of development in adolescence, there is a number of processes that are prerequisites for life self-determination, and in the conditions of necessity of choosing a profession – for professional self-determination. Firstly, it is development of the self-regulation and the emergence of the ability to organize a hierarchy of motives and activities: «the second birth of a personality» (Леонтьев, 1977), formation of personal autonomy. Secondly, it is a special moment in the process of identification and self-categorization, which gives a teenager the opportunity to create his or her unique integrated identity (Эриксон, 2006). At this stage of a human development, one of the most serious life challenges is the choice of profession, so professional self-determination, as part of the personal self-determination, can be considered as the most important new formation of adolescence.

«Personal Professional Perspective» is a narrower concept, integrated into the context of life strategies, and includes the following components (Климов, 2010): 1) awareness of a student, knowledge about the structure of the economy and types of vocational education, the state of the labor market, retention and working conditions of the chosen profession, educational institutions where the chosen profession can be got (specialty); 2) the formed status of socially significant motives for choosing a profession (convergence of professional intentions to the needs of the labor market); 3) prominence of professional interests: existence of the stable professional interests in a certain field of activity and particular profession; 4) availability of special abilities for a certain type of professional activity; 5) practical experience in the field of the chosen labor activity (classes, sections, music school, electives, etc.); 6) the formed status and stability of professional intentions, their validity (sufficient knowledge of the profession contents, working conditions, ways of obtaining education in the specialty, as well as own interests, inclinations and abilities); 7) the real level of

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professional aspirations (interests, abilities, self-esteem, consistency and the degree of development of professional intentions, which suggests the success of future activities); 8) the health state that allows to choose a certain type of activity (profession).

Based on the analysis of scientific literature (Божович, 2008; Субботский, 2007; Павлюк, 2019; Эльконин, 1995) the independence of senior adolescents can be considered as a quality of a personality, characterized by:

- activity of a life position (ability to manage events of one's own life, interfere in the events actively);
- ability to plan, implement and adjust the system of life goals, including professional goals;
- consciousness.

Taking into account the selected characteristics of independence and taking into consideration the social situation of development of senior adolescents, we have determined *psychological conditions of development of high school students' independence in planning of the professional prospects*: personal activity, the developed status of self-regulation, high level of responsibility.

Let's turn to the results of the study of the independence of high school students in planning their professional prospects. According to the obtained data, a large number of high school students are characterized by the uncertain status of professional identity – identity diffusion (67,82% of indicators – above the average level; 11,49% – high level of manifestation of the status; 8,05% – average level of manifestation). The uncertain status of professional identity characterizes optants who do not have strong professional goals and plans and don't try to form them, don't try to build variants of own professional development. Most often, this status is possessed by adolescents whose parents do not want or do not have time to take an active interest in their children's professional future. This status may also characterize adolescents who are accus-

tomed to living by current desires, are not sufficiently aware of the importance of choosing a future profession (Азбель & Грецов, 2009). Indicators in the range of the low and below the average level have received 6.90% and 5.75% of the studied respectively.

The formed status of the professional identity (identity achievement) has been revealed in a small number of adolescents (5.75% of indicators – above the average level; 5.75% – high level of manifestation of the status; 12.64% – average level of manifestation). Optants with a formed professional identity are characterized by the fact that they are ready to make or have already made a conscious choice for further professional development. They have confidence in the correctness of the decision about their own professional future. This status characterizes adolescents which have gone through a «crisis of choice» and independently formed a system of knowledge about themselves and their professional values, goals and life beliefs. They can consciously build their lives because they have decided what they want to achieve. Indicators in the range of the low and below the average level have received 10.34% and 65.51% of the studied respectively.

The moratorium (crisis of choice) mostly characterizes the identity status of high school students. High-level indicators have been found in 31.03% of the people under study; above the average level – 28.74%; the average level – 32.18% of the studied people. Such status is typical for a person who explores alternative options for professional development and actively tries to get out of this state by making a meaningful decision about his future. These boys and girls reflect on possible options for professional development, try on different professional roles, strive to learn as much as possible about different specialties and ways to obtain them. At this stage adolescents may encounter unstable relationships with parents and friends: full understanding can quickly be replaced by misunderstanding, and vice versa. As a rule, most people, after a «crisis of



choice», move to the state of the formed identity. 5.75% and 9.20% of the studied people have received indicators in the range of the low and below the average level respectively.

For our study, indicators on the scale «Imposed Professional Identity» (identity foreclosure) are particularly important, because this scale characterizes the *level of independence of high school students in the professional prospects planning*.

According to the obtained data, professional identity is inherent to a high quantity of high school students. Thus, indicators of 33.33% of the respondents reach a high level of the status manifestation; 29.89% – above the average level; 21.84% – an average level. This status characterizes a person who has chosen his or her professional path, but did it by listening to the opinion of authorities (parents, friends, etc.), not by thinking independently. For a time, this usually provides a comfortable state of mind, avoiding any anxiety about one's future, but at the same time, the profession chosen in this way may not correspond with interests and abilities of an individual. Later this may lead to disappointment in the made choice. Indicators in the range of the low and below the average level have received 5.75% and 9.20% of the studied people respectively.

The obtained data have certified that the majority of the surveyed high school students are in the process of thinking and solving the problem of choosing a profession, but simultaneously the idea of the professional future is imposed from the outside and is not the result of an independent choice.

Let us turn to analysis of the results of studying the psychological conditions of the independence development of high school students – personal activity; level of responsibility; self-regulation of behavior.

In the study it has been reported that in the process of maintaining an optimal level of personal activity, senior adolescents were dominated by physical activation (17.10 points) as the desire to maintain optimal functional and emotional

states. Psychological activity (personal and behavioral activity) – as a thirst for activity, initiative, striving to achieve goals, interest of life – has been presented later (15.75 points). The lowest numerical indicators (12.87 points) have been revealed for the component independence (independence in solving vital tasks, autonomy, self-sufficiency, freedom of choice, self-organization).

The purpose of the study meant measuring of the general level of personal activity (self-activation) – in complex of psychological activation, physiological activation and independence. According to the obtained data, a large number of the studied adolescents (43.68%) tend to the high level of personal activity. The high level of self-activation indicates the respondents' willingness to change, availability to take responsibility, the desire to transform or create new relationships with the world, the awareness of the need to realize own potential capabilities, the desire to the personal development. In general, independence, physical activation and mental activation of a personality increase an interest to the world and life, create conditions for setting difficult goals and confidence in their realization, willingness to act, even if success is not guaranteed, accept situations of uncertainty (Одинцова & Радчикова, 2018).

Indicators of the low level of self-activation has been recorded in 14.94% of respondents. Low rates of self-activation usually indicate a lack of readiness for change, a desire for stability, fear and rejection of situations of modifications, reduced readiness for transformation and creation of new relations with the world, a low level of independence, passivity. Self-activation of personality is formed in childhood, it serves as the core for development of personal activity and interconnects with many «selves»: self-sufficiency, self-realization, self-actualization, self-determination. 41.38% of high school students have the average level of self-activation.

The purpose of the experimental study has also been to establish the correlation of certain psychological conditions with

the level of independence of high school students (indicator – scale «Imposed Professional Identity» by test of A. Azbel, A. Gretsov). Establishing correlations makes it possible, in the further elaboration of developmental measures, to use a purposeful influence on these psychological conditions of the independence development in planning of the professional prospects.

Results obtained by the test of A. Azbel, A. Gretsov have an inverse correlation with the indicator of imposed professional identity by Spearman's rank correlation coefficient ( $r_s = -0.855$ ;  $p \leq 0.01$ ): the higher the level of personal activity is, the lower the level of imposed identity (independence of the professional choice) is, and vice versa. This proves that personal activity is a condition of development of independence in planning of the professional prospects.

Let us turn to analysis of the results of studying the degree of self-regulation of behavior in planning of the professional prospects. It has been established that in the majority of high school students the components of self-regulation system are developed on the average level. By the scale of planning, the obtained ratings indicate the formed status of the needs for conscious planning of professional prospects, detailed plans, which, however, are not always stable and hierarchical (8.05% – low level; 47.13% – average level; 44.83% – high level).

Numerical ratings by the scale of modeling indicate that adolescents are able to identify meaningful conditions for achieving goals in the current situation and in the promising future, which is reflected in accordance with action programs and action plans (17.24% – low level; 56.32% – average level; 26.44% – high level). Ratings by the scales of programming, independence and flexibility indicate that high school students do not need to think through the mode of own actions to achieve their goals, as well as insufficient regulatory flexibility that adversely affects the ability to correct, quickly restruc-

ture action and behavior plans and programs (programming: 42.53% – low level; 48.28% – average level; 9.20% – high level; independence: 43.68% – low level; 44.83% – average level; 11.49% – high level; flexibility: 18.39% – low level; 45.98% – average level; 35.63% – high level).

Numerical ratings by the scale of the evaluation results confirm the adequacy of the respondents' self-esteem, the relative formation of subjective criteria for the evaluation of the results (16.09% – low level; 60.91% – average level; 22.99% – high level).

Let's consider indicators of the general level of self-regulation of high school students. According to the findings, senior adolescents' awareness of self-regulation behavior in the career prospects planning is manifested mainly at the average level (24.32% – low level; 50.58% – average level; 25.10% – high level).

The obtained results show that the need for conscious planning and programming of the behavior is not definitively formed, the studied adolescents are more dependent on the situation and opinion of others. Besides, such respondents are characterized by the reduced ability to compensate the unfavorable personal goals to achieve the goal, compared to those with high level of self-regulation (Моросанова, 2001).

Calculating the link density between the self-regulation ratings and the indicator of imposed professional identity (level of independence of high school students) has found a positive correlation ( $r_s = 0.941$ ;  $p \leq 0.01$ ). This shows that the higher the level of self-regulation is, the higher the level of adolescents' independence is. Thus, we have proved that the developed status of self-regulation was a psychological condition of the independence development of high school students in planning their professional prospects.

Now we turn to results of the study of responsibility as a condition of the independence development of high school students in planning of the professional prospects. Respon-

sibility, in its most general form, is seen as fulfillment of a promise made on the basis of a self-made decision, conscience and duty. The highest level of development of the quality of responsibility is considered to be internal responsibility, when a subject can't take a neutral position after assessing the situation (Прядеин, 2014).

Diagnostics data indicate neutrality and situational manifestation of responsibility in the vast majority of the studied adolescents (59.77% of the total number of respondents). Such persons have an inherent situational independence, the need for additional control, which guarantees a completion of what has been started.

In 4.6% of the respondents there has been registered a high level of responsibility development. Such people are characterized by caution and weighted decision-making, carefulness of the task execution, worrying about the end result (developed emotional component of responsibility), reliability. They do not require additional controls to guarantee a completion of what has been started.

The numbers of 35.63% of the respondents have been recorded in the low level of responsibility. Such persons are characterized by a reluctance to do anything, low self-esteem of their own abilities, negative attitude towards the execution of assignments, refusal of activity, non-requirement, dependence on the mood, laziness, neglectful attitude to assignments and duties.

It should be noted that sufficiently high ratings of responsibility can be indicative of a situation of responsible dependence: diligence in schooling, depending on encouragement from teachers and rewards from parents.

Calculating the link density between the responsibility ratings and the indicator of imposed professional identity (level of independence of high school students) has found a positive correlation ( $r_s = 0.855$ ;  $p \leq 0.01$ ). This shows that the higher the level of responsibility is, the higher the level of adolescents'

independence is. Thus, we have proved that responsibility is a psychological condition of the independence development of high school students in planning their professional prospects.

The established correlations have confirmed the assumption that personal activity, the developed status of self-regulation and high level of responsibility are psychological conditions of development of high school students' independence in planning of the professional prospects.

### **Conclusions**

The article highlights results of an experimental study of the psychological conditions of development of high school students' independence in planning of the professional prospects.

It has been established that professional self-determination, as part of the personal self-determination, can be considered as the most important newgrowth of adolescence. The independence of senior adolescents is characterized by: activity of a life position; ability to plan, implement and adjust the system of life goals, including professional goals; consciousness. Taking into account the selected characteristics of independence and taking into consideration the social situation of development of senior adolescents, there have been determined psychological conditions of development of high school students' independence in planning of the professional prospects: personal activity, the developed status of self-regulation, high level of responsibility.

The research of the independence manifestation in professional prospects planning has shown that most respondents are in the process of solving the problem of choosing a profession, however their ideas about the professional future are imposed from the outside and are not the result of an independent choice.

The research of the psychological conditions of the independence development in senior adolescence has shown that a significant number of the respondents are characterized by

high and average levels of personal activity. The high level of self-activation indicates the respondents' willingness to change, availability to take responsibility, the desire to transform or create new relationships with the world, the awareness of the need to realize own potential capabilities, the desire to the personal development. According to the findings, senior adolescents' awareness of self-regulation behavior in the career prospects planning is manifested mainly at the average level: the need for conscious planning and programming of the behavior is not definitively formed, the studied adolescents are more dependent on the situation and opinion of others. Besides, such respondents are characterized by the reduced ability to compensate the unfavorable personal goals to achieve the goal, compared to those with high level of self-regulation. Diagnostics data have certified neutrality and situational manifestation of responsibility in the vast majority of the studied adolescents. This indicates an inherent situational independence, the need for additional control, which guarantees a completion of what has been started.

The established correlations have confirmed the assumption that personal activity, the developed status of self-regulation and high level of responsibility are psychological conditions of development of high school students' independence in planning of the professional prospects.

Promising directions of further researches concern elaboration and approbation of the psychological-and-pedagogical program of development of high school students' independence in planning of the professional prospects.

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**Шевченко Наталія, Лісянська Наталія. Експериментальне вивчення психологічних умов розвитку самостійності старшокласників у плануванні професійних перспектив**

**АНОТАЦІЯ**

**Мета статті** – висвітлити результати експериментального вивчення психологічних умов розвитку самостійності старшокласників у плануванні професійних перспектив.

**Методи дослідження:** теоретичні: теоретико-методологічний аналіз сучасного стану досліджуваної проблеми; систематизація й узагальнення наукової літератури з проблеми дослідження; емпіричні: тестування за такими методиками: «Методика вивчення статусів професійної ідентичності» (авт. А. Азбель, А. Грецов); «Багатовимірна функціональна діагностика відповідальності» (авт. В. Прядеїн); «Стиль саморегуляції поведінки» (авт. В. Моросанова); «Діагностика самоактивації особистості» (авт. М. Одинцова, Н. Радчикова); математико-статистичні методи обробки експериментальних даних на базі пакету статистичних програм IBM SPSS-20 (описова статистика, кореляційний аналіз за критерієм Спірмена).

**Результати дослідження.** За допомогою теоретичного аналізу визначено психологічні умови розвитку самостійності старшокласників у плануванні професійних перспектив: особистісна активність; розвиненість саморегуляції; високий рівень відповідальності.

Вивчення прояву самостійності в плануванні професійних перспектив засвідчило, що більшість досліджуваних старшокласників знаходяться у процесі осмислення і вирішення проблеми вибору професії, водночас уявлення про професійне майбутнє нав'язані ззовні та не є результатом самостійного вибору.

Вивчення психологічних умов розвитку самостійності в старшому підлітковому віці показало, що для значної кількості досліджуваних

підлітків характерні високий і середній рівні особистісної активності. Установлено, що в старших підлітків усвідомлення саморегуляції поведінки у плануванні професійних перспектив проявляється переважно на середньому рівні, тобто потреби в усвідомленому плануванні та програмуванні своєї поведінки не остаточно сформовані, залежні від ситуації та думки оточуючих людей. Зафіксовано нейтральність, ситуативний прояв відповідальності в переважній частині досліджуваних підлітків, що вказує на ситуативну самостійність і необхідність додаткового контролю для гарантії завершення розпочатого.

**Висновки.** За результатами дослідження статистично доведено, що психологічними умовами розвитку самостійності старшокласників у плануванні професійних перспектив є особистісна активність, розвиненість саморегуляції, високий рівень відповідальності.

**Ключові слова:** самостійність, професійна самовизначеність, планування професійних перспектив, саморегуляція, особистісна активність, відповідальність.

**Шевченко Наталя, Лисянская Наталя. Экспериментальное изучение психологических условий развития самостоятельности старшеклассников в планировании профессиональных перспектив**

## **АННОТАЦИЯ**

**Цель статьи** – осветить результаты экспериментального изучения психологических условий развития самостоятельности старшеклассников в планировании профессиональных перспектив.

**Методы исследования:** теоретические: теоретико-методологический анализ состояния исследуемой проблемы; систематизация и обобщение научной литературы по проблеме исследования; эмпирические: тестирование с помощью следующих методик: «Методика изучения статусов профессиональной идентичности» (авт. А. Азбель, А. Грецов); «Многомерная функциональная диагностика ответственности» (авт. В. Прядеин); «Стиль саморегуляции поведения» (авт. В. Моросанова); «Диагностика самоактивации личности» (авт. М. Одинцова, Н. Радчинова); математико-статистические методы обработки экспериментальных данных на базе пакета статистических программ IBM SPSS-20 (описательная статистика, корреляционный анализ по критерию Спирмена).

**Результаты исследования.** С помощью теоретического анализа определены психологические условия развития самостоятельности старшеклассников в планировании профессиональных перспектив: личностная активность; развитость саморегуляции; высокий уровень ответственности.

Изучение проявления самостоятельности в планировании профессиональных перспектив показало, что большинство исследуемых старшеклассников находятся в процессе осмысления и решения проблемы выбора профессии; их представления о профессиональном будущем навязаны извне и не являются результатом самостоятельного выбора.

Изучение психологических условий развития самостоятельности в старшем подростковом возрасте показало, что для значительного количества исследуемых подростков характерны высокий и средний уровни личностной активности. Установлено, что у старших подростков осознание саморегуляции поведения в планировании профессиональных перспектив проявляется преимущественно на среднем уровне, то есть потребности в осознанном планировании и программировании своего поведения не окончательно сформированы, зависят от ситуации и мнения окружающих людей. Зафиксирована нейтральность проявления ответственности у подавляющего числа испытуемых, что указывает на ситуативную самостоятельность и необходимость дополнительного контроля для гарантии завершения начатого.

**Выводы.** По результатам исследования статистически доказано, что психологическими условиями развития самостоятельности старшеклассников в планировании профессиональных перспектив являются личностная активность, развитость саморегуляции, высокий уровень ответственности.

**Ключевые слова:** самостоятельность, профессиональное самоопределение, планирование профессиональных перспектив, саморегуляция, личностная активность, ответственность.

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