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Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University

Shulga G.B.

Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University

Lebed I.B.

Communal Higher Education Institution «Vinnytsia Humanities Pedagogical College»

THEORETICAL AND EMPIRICAL ASPECTS OF STUDYING PROBLEMS OF PROFESSIONAL SUBJECTIVE WELL-BEING OF YOUNG SPECIALISTS

The article presents theoretical and empirical generalizations regarding the study of the problem of professional subjective well-being of young professionals. The scientific views of foreign and native scientists on the definition of the essence of professional subjective well-being, its factors and features are analysed. It is noted that the conditions of modern uncertainty can induce the appearance of negative experiences of young professionals in the professional and organizational environment, which affects the experience of professional subjective well-being.

It was found that professional subjective well-being is an integrative entity that combines cognitive assessment and emotional experiences of young professionals regarding the optimality of their own professional functioning, taking into account subjectively significant criteria. It is explained that the professional subjective well-being of young professionals characterizes the degree of satisfaction with various subjectively significant aspects of one's own professional life, which depends on expectations and compliance of the achieved level with the standards of the quality of professional life.

As indicators of the professional subjective well-being of young professionals, the peculiarities of professional self-identity and professional identification, the need for professional and career growth, the degree of professional autonomy and professional self-efficacy, professional motivation, as well as the general level of satisfaction with various spheres of life have been determined.

Generalized trends of empirical research of psychological features of professional subjective well-being of young professionals are presented. The predominance of the average level of experiencing professional subjective well-being and most of the studied indicators was found. Thanks to the conducted correlation analysis, the existence of a statistically significant direct relationship between the investigated indicators of professional subjective well-being of young professionals was confirmed.

Attention is drawn to the need for further study of the peculiarities of professional subjective well-being depending on gender, length of service, employment field, in internally displaced persons, migrants, etc.

Key words: *professional subjective well-being, features of professional subjective well-being of young professionals, conditions of uncertainty, professional self-efficacy, professional motivation, professional self-realization, life satisfaction.*

Statement of the problem. Conditions of global instability, wartime risks stimulate significant transformations of the life and professional environment of Ukrainian citizens, affect the possibilities and effectiveness of their personal and professional self-realization. This problem is quite acute for young professionals who encounter professional challenges and difficulties already at the initial stages of integration into the professional community. The difficulties of adapting to organizational norms and rules, the imbalance and conditions of competition in the

modern labour market, the risk of losing a job due to socio-political and socio-economic instability additionally increase the concerns of young professionals regarding their professional potential and the success of the process of professional self-realization. This can negatively affect the process of their career growth and professional development in general, cause the appearance of formations that can lead to the loss of significant career orientations, the commission of inconsistent professional actions, the appearance of destructive experiences in relations with colleagues,

which will significantly limit opportunities development of personal and professional potential.

Analysis of recent research and publications. Aspects of research into the problem of personal well-being are reflected in the publications of foreign (E. Diner, M. Seligman, K. Riff, etc.) and native scientists (O. Abramyuk, O. Bondarchuk, O. Vernyk, O. Voytenko, T. Danylchenko, N. Kargina, T. Kyrpenko, I. Korobka, A. Kurova, O. Lukasevich, I. Semkiv, A. Kharytynskyi, Yu. Shvalb, etc.). The disclosure of individual features of professional subjective well-being can be found in the works of foreign scientists (A. Bakker, J. Heckman, G. Oldham, M. Schultz, P. Warr, etc.) and representatives of Ukrainian psychology (I. Bolotnikova, O. Bondarchuk, N. Volynets, H. Gumenyuk, A. Kovalenko, O. Kokun, B. Pakhol, etc.).

At the same time, we believe that further study of the selected problem is relevant and timely in view of the need for scientific development of factors of professional success of an individual, in particular at the early stages of professionalization, as well as in conditions of modern instability. Thus, the **purpose of the article** is to generalize the results of the theoretical and empirical analysis of the problem of professional subjective well-being of young professionals.

Presentation of the main material of the study with a full justification of the obtained scientific results. Among the categories used to describe the degree of individual satisfaction with the positive functioning of one's own functioning in the professional sphere, scientific publications currently use "occupational health", "professional well-being", "professional well-being in the field of professional activity", "subjective professional well-being", "quality of working life", "well-being at the workplace", etc.

In the publications of foreign scientists, the emergence of scientific reflections on the essence of "happiness at work" can be traced back to the experiments of E. Mayo, in which the high influence of the social and psychological climate on the productivity of an employee's personality was proven. R. Urbrock later used a new term – "job satisfaction", which E. A. Locke called a pleasant positive state that arises as a result of evaluating the work performed or one's own work experience due to the satisfaction of important needs [8, p. 51].

In J. Hackman, G. Oldham's model, the concept of "quality of working life" appears in a combination of the following components: positive mood, high personal motivation, job satisfaction, quality of task performance, absence of absenteeism. This is facilitated

by experiencing the meaningfulness of work, responsibility for one's own results, and understanding the results of labour activity. R. Mirvis and E. Lowell believe that safe working conditions, wages, equal opportunities in employment, promotion in service and career, availability of opportunities to learn and grow, protection of employee's rights contribute to a high quality of working life [8, p. 60-61].

V. Torrissi explains the term "well-being in the working environment" as a set of subjective perceptions of a specialist regarding such key dimensions as physical, organizational, relational and personal satisfaction. K. Danna, R. Griffin with the concept of "well-being at the workplace" combine satisfaction with life in general, satisfaction with work, general health, and satisfaction with social life, family environment, rest, pay, opportunities at work, etc. are called its important indicators. P. Warr in the structure of "happiness at work" singles out pleasure, satisfaction, subjective well-being; accordingly, "unhappiness at work" means dissatisfaction, tension, anxiety, depression [10].

In the end, we consider it appropriate to mention E. Diener's definition of the concept of "subjective well-being at the workplace" as job satisfaction accompanied by frequent positive emotions and infrequent negative emotions. Employees who are dominated by negative emotions are more likely to suffer from burnout or workaholism [8, p. 59].

In the publications of M. Seligman, the well-being of employees is interpreted in the unity of mental, physical and financial components. In particular, the scientist explains mental well-being as the presence of positive emotions and achievements, a sense of involvement in the daily process, fairly positive relations with the environment, defined functioning goals [11].

Models of professional well-being of the individual within the framework of K. Riff's concept are also being developed in foreign research. In particular, P. Warr considers professional well-being as a psychological structure determined by the conditions and content of work, which consists of one integral indicator – "integrated functionality" and four primary components: the desire for growth and development, autonomy, emotional well-being, competence. In turn, M. Schultz hierarchizes professional well-being, distinguishing it from job satisfaction, and introduces components to it: the presence of positive relationships in the organization; professional self-acceptance; a sense of professional autonomy; the presence of conscious professional goals; competence in communication; professional development [8, p. 65].

A. Bakker, W. Oerlemans identified 5 components-indicators of professional well-being, among them are positive (involvement, happiness at work, job satisfaction) and negative (workaholism, burn-out) [9].

In the studies of Ukrainian scientists, the use of several terms is also noticeable to denote the peculiarities of the individual's experience of the attitude to his own professional activity. In particular, H. Humenyuk, within the framework of the psychology of occupational health, defines as a key task the focus on the study of mental and psychological health resources of specialists, their preservation during the performance of professional activities with an orientation to long professional longevity and maintenance of professional self-efficacy, as well as the study of factors of satisfaction by the work of employees [5]. T. Dzyuba considers professional health to be an internal, psychological factor that affects the formation of individual meanings of the professional existence of an individual and depends on the changing conditions of the professional environment, the performance of professional roles [6].

Scientist I. Bolotnikova considers professional well-being and vitality to be important factors of professional health of an individual [1]. In her understanding of professional well-being, I. Bolotnikova relies on J. E. Van Horn's multidimensional model of professional well-being, which combines 5 components: emotional component (assessment of job satisfaction, lack of emotional exhaustion); cognitive component (assessment of the employee's intellectual potential and probable exhaustion (mental fatigue) from information perception); behavioural (social) component (assessment of the level of interpersonal relations and depersonalization (indifference or negative attitude towards the environment); motivational component (assessment of the specialist's desire for professional development, the level of his professional competence); psychosomatic component (assessment of physical condition, including the presence of diseases, somatic complaints, etc.) [12].

N. Volynets uses the term "psychological well-being of a working individual (employee)" and singles out 2 aspects important for understanding this category: "a global holistic subjective reflexive experience by an individual of the positivity and significance of his own "self-existence" as a whole and through the prism of its life realization in the environment of professional activity, which represents an integral assessment of the life of a working person, positive affects in relation to the work performed, the organizational environment and, as a result, life in general"; the sub-

jective experience of living a situational experience in the context of professional activity as a harmonious combination of the individual's invested efforts to perform work, achieved work goals and received benefits (rewards, recognition, prospects, etc.) [4, p. 54].

O. Voytenko, in turn, testifies that the concept of "professional well-being" should be interpreted as a generalization regarding the fixation of an individual's attitude to professional activity, which reflects both social ideas about a prosperous (favorable) professional situation, and a subjective assessment of various aspects of real professional situations regarding oneself in the situation "here and now" [3, p. 58]. Professional well-being specifies the specialist's personal perception of his professional life, emotional reactions to it, which reflects his degree of satisfaction with professional activity. According to the definition of O. Voytenko, professional well-being is an integrated state that reflects the extent to which the specific needs of the employee's personality and his personal goals (career, growth, autonomy, competence, positive social relations) were realized in professional activity, which can compensate for work requirements, physical and psychological costs during the performance of professional activities [3, p. 62].

In O. Bondarchuk, N. Pinchuk's publication, the concept of "professional psychological well-being" is considered as a component of the psychological well-being of an individual. O. Bondarchuk, N. Pinchuk proposed the components of professional psychological well-being, namely:

- cognitive component – non-contradiction, integrity of the picture of the world, adequacy in relation to the current situation of life and professional activity, focus on professional and personal self-development;

- affective component – experiencing the success/failure of professional activity, satisfaction with relationships and professional relationships, satisfaction with career and enrichment of professional opportunities;

- conative component – ascertainment of actual success of professional activity, readiness and ability for professional self-development by specialty [2, p. 7-8].

O. Bondarchuk and N. Pinchuk identified the indicators of professional psychological well-being of educators as: self-acceptance as a specialist; professional and personal growth; determination of the goals of professional activity and directions and mechanisms of development; positive relations with other subjects in the environment of the educational organization; the ability to manage the educational

environment; professional self-determination and autonomy, etc.

We would also like to draw attention to the fact that in V. Pakhol's dissertation research, professional subjective well-being is defined in the context of "an integral indicator of the optimal functioning of an individual in a professional context, associated with the subjective assessment of various psychological and/or socio-psychological aspects of professional life" [8, p. 67]. The scientist refers to the factors that determine the structure of professional subjective well-being: the individual-personal component (satisfaction, self-efficacy, confidence, involvement, identity, meaningfulness, etc.); professional-personal component and organizational-contextual component (satisfaction with work and relationships in the team, psychological climate). V. Pahol draws attention to the fact that professional subjective well-being is both equivalent for different professions and dynamic depending on the professional context.

V. Pahol calls the following diagnostic indicators of professional subjective well-being: subjective economic well-being; subjective social well-being; professional psychological well-being; professional identity; professional demand; professional motivation; professional involvement; satisfaction with work and life in general; meaningfulness of life, etc. [8, p. 71-72].

Scientist O. Kokun is currently actively developing the problem of professional self-fulfilment of the individual, which is defined as the most important form of life self-fulfilment due to the high level of disclosure of personal potential in the chosen profession, development of abilities, inclusion in the profession, demand for professional qualifications and professional experience among other specialists. O. Kokun singled out two interrelated forms of professional self-realization: external professional (achievement of significant achievements in various aspects of the profession, recognition of achievements by the professional community, use of professional experience and achievements by other specialists); extraprofessional (self-improvement, increasing professional competence, development of qualities important for the profession, satisfaction with one's professional achievements, creative approach) [7].

Thus, we consider the professional subjective well-being of young professionals to be an integrative formation based on their cognitive assessment and emotional experiences according to the individual criteria of the "real – ideal "I" regarding the optimality of one's own professional functioning. Important indicators of the professional subjective well-being of

young professionals should be considered the peculiarities of professional self-attitude, the degree of identification with the professional community, the need for professional and career growth, the degree of professional autonomy and professional self-efficacy, professional motivation, as well as the general level of satisfaction with various spheres of life.

In the process of empirical research of the psychological features of professional subjective well-being of young professionals, the following diagnostic tools were used: "Methodology for assessing professional psychological well-being" by K. Rutt; "Questionnaire of professional self-realization" by O. Kokun; "Questionnaire "Cognitive features of subjective well-being" O. Kalyuk, O. Savchenko; "Questionnaire of professional self-efficacy" (T. Rigotti, B. Schyns, G. Mohr; adaptation by O. Kredenzler); "Motives for choosing a profession" V. Semichenko; "Scale of negative impact of work" (D. Watson; adaptation by S. Maksymenko, O. Kokun, E. Topolov). The research sample consisted of 80 male and female graduates of higher education institutions with up to 3 years of work experience who work at their main place of work in public and private institutions, institutions and organizations. Mathematical and statistical data processing was carried out using the SPSS v.21.0 program.

The results of the empirical study showed several trends inherent in the studied sample: predominance of an average level of professional subjective well-being (50%); the orientation of young professionals to meet their own needs in professional development and self-improvement, in moving forward in the profession (33,8% at a high level); predominance of internal socially significant (37,5%) and internally individually significant motives (28,8%); predominance of an average level of self-assessment of professional self-efficacy (38,8% at a high level); satisfaction with the degree of relations in work teams (33,8% at a high level). Among the problematic points that lead to a decrease in professional subjective well-being, it was noted that young professionals do not understand the mechanisms of building their own careers and strategies for achieving subjectively significant personal and professional goals; lack of confidence in the sufficiency of one's own professional capabilities to achieve success in various professional situations; the existence of negative attitudes regarding the recognition of the achievements and competence of young professionals by more experienced colleagues.

The conducted correlation analysis (Pearson's test) showed the presence of a stable relationship between professional psychological well-being and the level

of life satisfaction in various areas ($p \leq 0,01$), professional self-fulfillments ($p \leq 0,05$), professional self-efficacy ($p \leq 0,01$), professional motivation ($p \leq 0,01$) and accompanying signs, which means the mutual reinforcement of these components in the structure of the professional subjective well-being of young professionals, the increase in overall satisfaction with life due to the achievement of professional needs and goals, personal disclosure in the profession, positive relationships in working environment.

Conclusions. The professional subjective well-being of young professionals characterizes the degree of satisfaction with various subjectively significant aspects of one's own professional life, which depends on expectations and compliance of the achieved level with the standards of the quality of professional life

(expectations and needs – existing circumstances and results) and is recognized as its criterion. Conditions of modern uncertainty can encourage the appearance of negative experiences of young professionals in the professional and organizational environment, which affects the experience of professional subjective well-being.

Prospects for further development of the researched problem can be directed to the study of gender characteristics of professional subjective well-being; comparison of the state of professional subjective well-being depending on length of service and field of employment; study of the peculiarities of the experience of professional subjective well-being among internally displaced persons, migrants in new conditions of professional activity and life, etc.

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Коломієць Л.І., Шульга Г.Б., Лебедь Ю.Б. ТЕОРЕТИКО-ЕМПІРИЧНІ АСПЕКТИ ВИВЧЕННЯ ПРОБЛЕМИ ПРОФЕСІЙНОГО СУБ'ЄКТИВНОГО БЛАГОПОЛУЧЧЯ МОЛОДИХ ФАХІВЦІВ

У статті представлено теоретико-емпіричні узагальнення щодо вивчення проблеми професійного суб'єктивного благополуччя молодих фахівців. Проаналізовано наукові погляди зарубіжних й вітчизняних учених на окреслення сутності професійного суб'єктивного благополуччя, його чинників й особливостей. Зазначено, що умови сучасної невизначеності можуть спонукати появу негативних переживань молодих фахівців у професійному й організаційному середовищі, що позначається на переживанні професійного суб'єктивного благополуччя.

З'ясовано, що професійне суб'єктивне благополуччя є інтегративним утворенням, яке поєднує когнітивну оцінку й емоційні переживання молодих фахівців щодо оптимальності власного професійного функціонування з урахуванням суб'єктивно значущих критеріїв. Пояснено, що професійне суб'єктивне благополуччя молодих фахівців характеризує міру задоволеності різними суб'єктивно значущими аспектами власного професійного життя, яка залежить від очікувань і відповідності досягнутого рівня стандартам якості професійного життя.

У якості показників професійного суб'єктивного благополуччя молодих фахівців визначено особливості професійного самоставлення й професійної ідентифікації, потребу у професійному й кар'єрному зростанні, міру сформованості професійної автономності й професійної самоефективності, професійну мотивацію, а також загальний рівень задоволеності різними сферами життя.

Представлено узагальнені тенденції емпіричного дослідження психологічних особливостей професійного суб'єктивного благополуччя молодих фахівців. Констатовано переважання середнього рівня переживання професійного суб'єктивного благополуччя й більшості з досліджуваних показників. Завдяки проведеному кореляційному аналізу підтверджено наявність статистично значущого прямого зв'язку між досліджуваними показниками професійного суб'єктивного благополуччя молодих фахівців.

Звернено увагу на необхідності подальшого вивчення особливостей професійного суб'єктивного благополуччя залежно від статі, стажу роботи, сфери працевлаштування, у внутрішньо переміщених осіб, мігрантів та ін.

Ключові слова: професійне суб'єктивне благополуччя, особливості професійного суб'єктивного благополуччя молодих фахівців, умови невизначеності, професійна самоефективність, професійна мотивація, професійне самоздійснення, задоволеність життям.