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**Trust in Self as a Condition of Professional Self-Realization
of Kindergarten Teachers of Preschool Institutions**

The article brings forward the results of the theoretical-empirical study devoted to the activity of kindergarten teachers in modern conditions. Trust in Self is considered as an essential condition of professional self-realization of kindergarten teachers. Self-realization is studied as a multidimensional phenomenon. The author has used a complex of diagnostic techniques by means of which features of trust in Self, self-actualization, importance of motivation for self-realization in the profession, satisfaction with self-realization (professional and in life as a whole), and self-attitude have been revealed. 240 kindergarten teachers of preschool institutions of Rostov region took part in the study. Recommendations intended for increasing teachers' level of trust in Self in the professional sphere are offered.

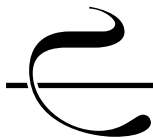
Keywords: *kindergarten teacher, trust in Self, professional self-realization, self-actualization, internal motivation, satisfaction with self-realization.*

Changes in the system of Russian education exercise a significant influence on the pedagogical activity and especially raise standards of the teachers' personality. The younger the child is, the greater the influence of the pedagogical activity and the teacher's personality is. First of all, pedagogical activity and the kindergarten teacher's personality influence a preschool child's forming system of relations to self, other people, the world as a whole. The system of the teacher's relations, on the basis of which there is his/her self-attitude, is the main means of this pedagogical problem solving. A low level of trust in self in the professional sphere, absence of the aspiration to self-realization, professional dissatisfaction may cause disarrangements in teachers' professional activity. The question arises to which degree kindergarten teachers have an optimum level of trust in self in the professional sphere. How many of them are there? How much are they satisfied with professional self-realization? These matters still remain unstudied.

Self-realization of personality is a multidimensional phenomenon, which complicates its studying and explains lack of unanimity in its understanding in various scientific schools. There is no unanimity of views on professional self-realization among researchers. Various authors consider professional self-realization concept as:

- self-realization in the professional sphere [5];
- career development [2];
- expressiveness of characteristics of self-actualizing personality among professionals realizing themselves in activity [4].

Researches devoted to professional loyalty are researches where they reveal features of professional self-realization. S. S. Baranskaya has studied the problem



of organizational loyalty and distinguished professional loyalty as one of its types [1]. It is possible to speak about professional loyalty when “the reason of organizational loyalty consists not so much in attachment to a certain organization, as in the potential of professional self-realization within it, career development within his/her own specialization” [ibid]. Professional loyalty is based on the employee’s identification with his/her professional activity, aspiration to professional self-improvement.

A number of foreign authors consider phenomena similar to professional loyalty: adherence to the sphere of employment [15], professional adherence [14], career significance [12], and professionalism [13]. These authors note that in a situation of professional loyalty the place of work (organization) is of secondary importance in relation to a character, specialization of work. It is possible to assume that when professional self-realization is impossible in a concrete organization the employee will sooner demonstrate professional loyalty and will change a work place. At the same time in our opinion the concept of professional loyalty is not completely identical to the concept of professional self-realization and there do not appear to be sufficient reasons to reduce one concept, though rather similar, to another.

In this research we took L. A. Korostyleva’s propositions [5] as a basis, and we proceed from the understanding of professional self-realization of personality as self-realization in the professional sphere. We treat self-realization of personality as “self-realization in life and daily activity, search and statement of own special way in this world, own values and the sense of own existence in each point of time” [ibid, p. 52].

We study self-realization of personality in two most significant aspects: as a goal (self-actualization) and as a state (satisfaction with self-realization). Studying features of professional self-realization is ensured in the form of estimation of the importance of internal motive of professional activity (motive of self-realization in a profession) and satisfactions with a profession.

The majority of researchers consider that self-actualization and self-realization assumes recognition of the importance of Self-. E. V. Galazhinsky notes that it is possible to assume the existence of such personal parameters which provide functioning of an open system, causing emergence of situational determinants, causing emergence of the activity focused on self-realization of a certain level [3]. We assume that trust in self can be considered as such a personal parameter.

T. P. Skripkina has carried out the first basic research of trust in self [10, 16]. She treats trust in self “as a reflexive, subject phenomenon of personality making it possible to take up a certain value position in relation to self, the world, and to construct own life strategy proceeding from this position” [11, p. 139]. The developed level of trust in self determines activity manifestations in any sphere of life activity. This proposition was a cornerstone of our research. The generated level of trust



defines the strategy of the person's activity in a concrete sphere: creative or reproductive. At an optimum level of trust in self the person will aspire to self-realization.

As far as we know, the interconnection of trust in self with various aspects of self-realization has never been a subject of independent research. N. S. Kramarenko's publication confirms this [6]. N. S. Kramarenko considers that "now a question of a role of trust in the process of self-realization as self-implementation, self-development is left open" [ibid, p. 112].

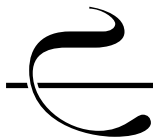
On the basis of Rostov Institute of Professional Development and Professional Retraining of Educationalists we have carried out a theoretical-empirical research, where 240 kindergarten teachers of preschool institutions (PI) of Rostov region took part. We have used the following techniques: "Assessment of Trust in Self" (T. P. Skripkina), "Motivation of Professional Activity" (K. Zamfir), "Satisfaction with the Chosen Profession" (A. A. Rean), "The Technique of Self-Attitude Studying" (S. R. Pantilev), "The Sense-of-Life Orientations Test" (D. A. Leontyev), "SAMOAL Questionnaire" (N. F. Kalina). In fact, all the techniques are questionnaires which can raise doubts regarding the credibility of the obtained data. For controlling the credibility of results, we drew the main conclusions after exclusion of the teachers who have obtained 9–10 stens of the "closeness – openness" scale by the self-attitude technique since high rates of this scale speak about insufficient reflection of representations and experiences connected with the self-concept, and also about a tendency to give social-desirable answers (S. R. Pantilev, 1993).

The results of the analysis have showed that about 30 % of teachers have obtained 9–10 stens of the "closeness – openness" scale of this technique. Because of such a great number of results not meeting the credibility, we have excluded them from further consideration and found out distinctions between teachers with different expressiveness of the tendency to give social-desirable answers. One of publications of the author gives a detailed account of results of this analysis [8].

For demonstrating the interconnection between the level of expressiveness of trust in self in the professional sphere and the level of satisfaction with self-realization in a profession the use of the analysis of variance (ANOVA) could be the most adequate. However, the difference from the normal distribution of data by a scale "satisfaction with a professional choice" enabled to use only a distribution-free method – Pearson criterion (χ^2 criterion) [9].

We have compared theoretical and empirical distribution of variants of a combination of levels of trust in self in the professional sphere and satisfaction with a professional choice, having assumed that if there is an absence of interrelation between the level of trust in self in the professional sphere and the level of satisfaction with a professional choice the empirical distribution will not differ from the theoretical one (even).

The obtained results (table 1) have demonstrated that distribution of variants of a combination of levels of trust in self in the professional sphere and satisfaction with a



professional choice statistically significantly differs from even distribution ($p < 0,001$). It makes it possible to draw a conclusion of statistically significant dependence between the level of satisfaction with a professional choice and the level of expressiveness of trust in self in the professional sphere [7].

Table 1

**The combination of levels of trust in self in the professional sphere (TP)
and satisfaction with a professional choice (SP)**

Variant No.	Levels		empirical N	theoretical N	remainder
	TP	SP			
1	low	low	14	17,6	-3,6
2	low	average	6	17,6	-11,6
3	low	high	1	17,6	-16,6
4	average	low	18	17,6	,4
5	average	average	63	17,6	45,4
6	average	high	25	17,6	7,4
7	high	low	2	17,6	-15,6
8	high	average	20	17,6	2,4
9	high	high	9	17,6	-8,6
Total			158		
Chi-square ^(a)			163,038		
Test Statistics			8		
Asymp.Sig.			,000		

^aFrequencies lower than 5 were expected in 0 cells (0%). The minimum expected frequency is 17,6.

Thus, the hypothesis that trust in self is a necessary condition of self-realization in the professional sphere is considered proved.

The influence of the measure of trust in self on the level of satisfaction with self-realization in the professional sphere depends on the significance of internal motivation for the teacher. Internal motivation expresses the teacher's desire for being a subject of the activity (to self-actualize in it, to take a delight in working). The measure of trust in self is also a reflection of the degree of the development of subjectivity in one or another sphere or in life as a whole. At average and high levels of internal motivation satisfaction with self-realization in the professional sphere is impossible without an average or high level of trust in self.

We have added one more characteristic of self-realization studied by us, the level of internal motivation, to the already existing variants of the combination of levels of trust in self and satisfaction with a professional choice (table 2).



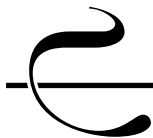
Table 2

Variants of the combination of levels of trust in self in the professional sphere (TP), satisfaction with a professional choice (SP) and internal motivation (IM)

Variant No.	Levels			Frequency	Percent
	TP	SP	IM		
1	low	low	low	6	3,8
2	low	low	average	8	5,1
3	low	low	high	0	0
4	low	average	low	2	1,3
5	low	average	average	3	1,9
6	low	average	high	1	,6
7	low	high	low	0	0
8	low	high	average	1	0,6
9	low	high	high	0	0
10	average	low	low	4	2,5
11	average	low	average	12	7,6
12	average	low	high	2	1,3
13	average	average	low	6	3,8
14	average	average	average	43	27,2
15	average	average	high	14	8,9
16	average	high	low	2	1,3
17	average	high	average	15	9,5
18	average	high	high	8	5,1
19	high	low	low	0	0
20	high	low	average	2	1,3
21	high	low	high	0	0
22	high	average	low	1	0,6
23	high	average	average	13	8,2
24	high	average	high	6	3,8
25	high	high	low	0	0
26	high	high	average	4	2,5
27	high	high	high	5	3,2
	Total			158	100,0

There is a lack of some theoretically possible variants in this sample.

1. Variant No. 21 and variant No. 7. Satisfaction with a professional choice cannot appear in a situation of the combination of a high level of trust in self and a high significance of self-realization in professional activity; satisfaction with a profes-



sional choice cannot appear in a situation of a low trust in self and a low interest in self-realization in professional activity. In the first case a person thinks he/she is an author of his/her own life and takes responsibility for a professional choice and failing satisfaction with it (choice) he/she changes a profession, position, work place. In the second case a person not considering it necessary to realize himself/herself in a profession can continue professional activity, even without satisfaction with it, taking an irresponsible stand.

2. Variant No. 19 and variant No. 3. The lack of these variants confirms the assumption of conditionality of self-realization in the professional sphere by trust in self. At a high level of trust in self it is impossible not to aspire to self-realization without satisfaction with a profession; at a low level of trust in self in the professional sphere it is impossible to work for the sake of self-realization and be satisfied with work.

3. Variant No. 25 and variant No. 9. These variants may repeat the stated above assumptions in a rather different form (point 1).

The lack of the enumerate variants once again proves the interconnection between the level of expressiveness of trust in self and the level of professional self-realization of kindergarten teachers of PI.

The research results made it possible to formulate the recommendations for increasing teachers' trust in self in the professional sphere.

The main means stimulating the development of trust in self in the professional sphere are the following:

1) trust advancing (teachers should participate in research work, be motivated towards implementation of independent workbooks);

2) creation of a success situation of with a subsequent fixation of professional achievements (initiation of preparation of publications, participation in competitions of professional skill, acquisition of a higher qualification category).

Use of these means in the work of teachers of the system of professional education and in work of heads of educational organizations will promote increasing the measure of trust in self among teachers and therefore, to provide formation and realization of their subjectivity in professional activity. These propositions demonstrate the necessity of including the modules devoted to problems of trust self-realization in programs of vocational training of teachers of the system of professional education (basic and additional) and heads of educational institutions.

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