

REVISTA INCLUSIONES

INVESTIGANDO EN TIEMPOS DE CAMBIOS

Revista de Humanidades y Ciencias Sociales

Volumen 7 . Número Especial

Julio / Septiembre

2020

ISSN 0719-4706

CUERPO DIRECTIVO

Directores

Dr. Juan Guillermo Mansilla Sepúlveda

Universidad Católica de Temuco, Chile

Dr. Francisco Ganga Contreras

Universidad de Tarapacá, Chile

Editor

Drdo. Juan Guillermo Estay Sepúlveda

Editorial Cuadernos de Sofía, Chile

Editor Científico

Dr. Luiz Alberto David Araujo

Pontificia Universidade Católica de Sao Paulo, Brasil

Editor Europa del Este

Dr. Aleksandar Ivanov Katrandzhiev

Universidad Suroeste "Neofit Rilski", Bulgaria

Cuerpo Asistente

Traductora: Inglés

Lic. Pauline Corthorn Escudero

Editorial Cuadernos de Sofía, Chile

Portada

Lic. Graciela Pantigoso de Los Santos

Editorial Cuadernos de Sofía, Chile

COMITÉ EDITORIAL

Dr. Jaime Bassa Mercado

Universidad de Valparaíso, Chile

Dra. Heloísa Bellotto

Universidad de Sao Paulo, Brasil

Dra. Nidia Burgos

Universidad Nacional del Sur, Argentina

Mg. María Eugenia Campos

Universidad Nacional Autónoma de México, México

Dr. Francisco José Francisco Carrera

Universidad de Valladolid, España

Dr. Pablo Guadarrama González

Universidad Central de Las Villas, Cuba

Mg. Amelia Herrera Lavanchy

Universidad de La Serena, Chile

Dr. Claudio Llanos Reyes

Pontificia Universidad Católica de Valparaíso, Chile

Dr. Werner Mackenbach

Universidad de Potsdam, Alemania

Universidad de Costa Rica, Costa Rica

Mg. Rocío del Pilar Martínez Marín

Universidad de Santander, Colombia

Ph. D. Natalia Milanese

Universidad de Houston, Estados Unidos

Ph. D. Maritza Montero

Universidad Central de Venezuela, Venezuela

Dra. Eleonora Pencheva

Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Rosa María Regueiro Ferreira

Universidad de La Coruña, España

Dr. Andrés Saavedra Barahona

Universidad San Clemente de Ojrid de Sofía, Bulgaria

Dr. Efraín Sánchez Cabra

Academia Colombiana de Historia, Colombia

Dra. Mirka Seitz

Universidad del Salvador, Argentina

Ph. D. Stefan Todorov Kapralov

South West University, Bulgaria

COMITÉ CIENTÍFICO INTERNACIONAL

Comité Científico Internacional de Honor

Dr. Adolfo A. Abadía

Universidad ICESI, Colombia

Dr. Carlos Antonio Aguirre Rojas

Universidad Nacional Autónoma de México, México

Dr. Martino Contu

Universidad de Sassari, Italia

Dr. Luiz Alberto David Araujo

Pontificia Universidad Católica de Sao Paulo, Brasil

Dra. Patricia Brogna

Universidad Nacional Autónoma de México, México

REVISTA INCLUSIONES

REVISTA DE HUMANIDADES
Y CIENCIAS SOCIALES

Dr. Horacio Capel Sáez

Universidad de Barcelona, España

Dr. Javier Carreón Guillén

Universidad Nacional Autónoma de México, México

Dr. Lancelot Cowie

Universidad West Indies, Trinidad y Tobago

Dra. Isabel Cruz Ovalle de Amenabar

Universidad de Los Andes, Chile

Dr. Rodolfo Cruz Vadillo

*Universidad Popular Autónoma del Estado de Puebla,
México*

Dr. Adolfo Omar Cueto

Universidad Nacional de Cuyo, Argentina

Dr. Miguel Ángel de Marco

Universidad de Buenos Aires, Argentina

Dra. Emma de Ramón Acevedo

Universidad de Chile, Chile

Dr. Gerardo Echeita Sarrionandía

Universidad Autónoma de Madrid, España

Dr. Antonio Hermosa Andújar

Universidad de Sevilla, España

Dra. Patricia Galeana

Universidad Nacional Autónoma de México, México

Dra. Manuela Garau

Centro Studi Sea, Italia

Dr. Carlo Ginzburg Ginzburg

*Scuola Normale Superiore de Pisa, Italia
Universidad de California Los Ángeles, Estados Unidos*

Dr. Francisco Luis Girardo Gutiérrez

Instituto Tecnológico Metropolitano, Colombia

José Manuel González Freire

Universidad de Colima, México

Dra. Antonia Heredia Herrera

Universidad Internacional de Andalucía, España

Dr. Eduardo Gomes Onofre

Universidade Estadual da Paraíba, Brasil

CUADERNOS DE SOFÍA EDITORIAL

+ Dr. Miguel León-Portilla

Universidad Nacional Autónoma de México, México

Dr. Miguel Ángel Mateo Saura

*Instituto de Estudios Albacetenses "Don Juan Manuel",
España*

Dr. Carlos Tulio da Silva Medeiros

Diálogos em MERCOSUR, Brasil

+ Dr. Álvaro Márquez-Fernández

Universidad del Zulia, Venezuela

Dr. Oscar Ortega Arango

Universidad Autónoma de Yucatán, México

Dr. Antonio-Carlos Pereira Menaut

Universidad Santiago de Compostela, España

Dr. José Sergio Puig Espinosa

Dilemas Contemporáneos, México

Dra. Francesca Randazzo

*Universidad Nacional Autónoma de Honduras,
Honduras*

Dra. Yolando Ricardo

Universidad de La Habana, Cuba

Dr. Manuel Alves da Rocha

Universidade Católica de Angola Angola

Mg. Arnaldo Rodríguez Espinoza

Universidad Estatal a Distancia, Costa Rica

Dr. Miguel Rojas Mix

*Coordinador la Cumbre de Rectores Universidades
Estatales América Latina y el Caribe*

Dr. Luis Alberto Romero

CONICET / Universidad de Buenos Aires, Argentina

Dra. Maura de la Caridad Salabarría Roig

Dilemas Contemporáneos, México

Dr. Adalberto Santana Hernández

Universidad Nacional Autónoma de México, México

Dr. Juan Antonio Seda

Universidad de Buenos Aires, Argentina

Dr. Saulo Cesar Paulino e Silva

Universidad de Sao Paulo, Brasil

Dr. Miguel Ángel Verdugo Alonso
Universidad de Salamanca, España

Dr. Josep Vives Rego
Universidad de Barcelona, España

Dr. Eugenio Raúl Zaffaroni
Universidad de Buenos Aires, Argentina

Dra. Blanca Estela Zardel Jacobo
Universidad Nacional Autónoma de México, México

Comité Científico Internacional

Dra. Elian Araujo
Universidad de Mackenzie, Brasil

Mg. Romyana Atanasova Popova
Universidad Suroeste Neofit Rilski, Bulgaria

Dra. Ana Bénard da Costa
Instituto Universitario de Lisboa, Portugal
Centro de Estudios Africanos, Portugal

Dra. Noemí Brenta
Universidad de Buenos Aires, Argentina

Ph. D. Juan R. Coca
Universidad de Valladolid, España

Dr. Antonio Colomer Vialdel
Universidad Politécnica de Valencia, España

Dr. Christian Daniel Cwik
Universidad de Colonia, Alemania

Dr. Eric de Léséulec
INS HEA, Francia

Dr. Andrés Di Masso Tarditti
Universidad de Barcelona, España

Ph. D. Mauricio Dimant
Universidad Hebrea de Jerusalem, Israel

Dr. Jorge Enrique Elías Caro
Universidad de Magdalena, Colombia

Ph. D. Valentin Kitanov
Universidad Suroeste Neofit Rilski, Bulgaria

Mg. Luis Oporto Ordóñez
Universidad Mayor San Andrés, Bolivia

Dr. Gino Ríos Patio
Universidad de San Martín de Porres, Perú

Dra. María Laura Salinas
Universidad Nacional del Nordeste, Argentina

Dra. Jaqueline Vassallo
Universidad Nacional de Córdoba, Argentina

Dra. Maja Zawierzeniec
Universidad Wszechnica Polska, Polonia

Editorial Cuadernos de Sofía
Santiago – Chile
Representante Legal
Juan Guillermo Estay Sepúlveda Editorial

Indización, Repositorios y Bases de Datos Académicas

Revista Inclusiones, se encuentra indizada en:





REX



UNIVERSITY OF
SASKATCHEWAN



Universidad
de Concepción

BIBLIOTECA UNIVERSIDAD DE CONCEPCIÓN



**PSYCHOLOGICAL MANIFESTATIONS OF PROFESSIONAL MARGINALITY
OF FUTURE SOCIAL WELFARE PROFESSIONALS**

Dr. Olena Blynova

Kherson State University, Ukraine
ORCID iD: <http://orcid.org/0000-0003-3011-6082>
elena.blynova@gmail.com

Dr. Zoryana Kisil

Lviv State University of Internal Affairs, Ukraine
ORCID iD: <https://orcid.org/0000-0003-1405-4547>
zoriana-kisil@ukr.net

Dr. Tamara Tkach

Pereiaslav-Khmelnytskyi Hryhorii Skovoroda State Pedagogical University, Ukraine
ORCID iD: <https://orcid.org/0000-0001-5290-5395>
tkachtam@gmail.com

Ph. D. (C) Nataliia Semenova

Eastern European National University, Ukraine
ORCID iD: <https://orcid.org/0000-0002-5247-7439>
natsemenova@ukr.net

Dr. Oleksandr Semenov

Eastern European National University, Ukraine
ORCID iD: <https://orcid.org/0000-0002-3839-4725>
o_semen@yahoo.com

Ph. D. Svitlana Kaminska

Kherson Regional Psychiatric Hospital, Ukraine
ORCID iD: <https://orcid.org/0000-0002-5747-8801>
skaminskav@gmail.com

Dr. Ihor Popovych

Kherson State University, Ukraine
ORCID iD: <https://orcid.org/0000-0002-1663-111X>
ihorpopovych999@gmail.com

Fecha de Recepción: 27 de abril de 2020 – **Fecha Revisión:** 23 de mayo de 2020

Fecha de Aceptación: 30 de junio de 2020 – **Fecha de Publicación:** 01 de julio de 2020

Abstract

The purpose is to examine psychological manifestations of professional marginality and determine if future social welfare professionals have its structural components. Professional marginality is considered as a connection disruption in the system “person – profession – society”. The study establishes that the main factors of the formation of professional marginality are socially determined, professionally determined and personality factors. Factor analysis determines four models of the profession: 1) Awareness of one’s professional efficiency (competence, knowledge and skills) (“Personal model of the profession” (23.51%); the sub-system “person and profession”); 2) Awareness of social significance of the profession (“Social model of the profession” (18.31%); the sub-system “profession and society”); 3) Awareness of oneself as an in demand professional (“Individual model of the profession” (9.39%); the sub-system “professional and society”); 4) Lack of significant correlations with the indexes of professional identity / professional marginality and demand for the profession, the domination of extraversion and neuroticism (“Communicative model of the profession” (7.46%); it partly reflects the sub-system “profession and society”).

Keywords

Professional Identity – Marginality – Model of a Profession

Para Citar este Artículo:

Blynova, Olena; Kisil, Zoryana; Tkach, Tamara; Semenova, Nataliia; Semenov, Oleksandr; Kamisnka, Svitlana y Popovych, Ihor. Psychological manifestations of professional marginality of future social welfare professionals. Revista Inclusiones Vol: 7 num Especial (2020): 218-233.

Licencia Creative Commons Attribution Non-Comercial 3.0 Unported
(CC BY-NC 3.0)

Licencia Internacional



Introduction

Under dynamic socio-economic conditions, a professional must be able to develop and enhance his professional competence continuously, as well as to analyze his place in the social and professional environment, i.e., firstly, to determine his position in the professional community and, secondly, to determine the role and significance of his profession for social development.

Professional socialization of an individual occurs today under conditions of significant socio-economic transformations making it difficult to identify an individual with a certain social community. Professional identity is a type of social identity that emphasizes the importance of the social context of its formation. Professional identity combines a professional competence of an individual, i.e. acquired knowledge, skills and abilities, the awareness of his place in the professional community, belonging to a group of professionals who performs activities on the basis of certain senses, aims, values, norms of these activities, as well as the understanding of the role and importance of his profession for the development of society in general.

It seems relevant to consider a social component in the structure of professional identity and the study of possible variants of the disruption of the process of a professional's social adaptation to new conditions. Professional identity is a psychosocial structure which should be considered in the context of the system "person – profession – society", in other words, it is harmonious identification with activities (instrumental identity), with oneself as a professional (internal or individual identity), with society (external or social identity)¹.

With destructive development of professional identity, i.e. a connection disruption in the system "person – profession – society", professional marginality arises as the violation of norms, values, responsibility, morals of a profession (in self-consciousness), and as neglecting to perform professional functions and professional ethics (in behavior).

The topicality and social significance of this problem increases when we, firstly, consider the formation of professional identity of future professionals, i.e. at the stage of studying at higher educational institutions, and, secondly, when it comes to social welfare professionals aiming at providing assistance in the area "human-to-human", namely, practical psychologists, social educators, social workers. The object of the research is professional marginality of future social welfare professionals. The aim of the study is to find out psychological manifestations of professional marginality and to determine its structural components of future social welfare professionals.

Literature review

In psychology, the problem of professionalization, professional identification is revealed in the field of the professional formation and self-determination of an individual²;

¹ J. P. Jermolajeva, Evaluation of a professional's realization in the system "person – profession – society (Moscow: Institute of Psychology of RAS, 2011).

² E. F. Zeyer, Personality-developing professional education (Yekaterinburg: RSPPU, 2006); L. S. Piletska, "Marginality in the context of the problem of social mobility of an individual", Collection of scientific works: philosophy, sociology, psychology, num 16 (2011): 5-15 y I. S. Popovych, "The role of social and psychological expectations in the professional formation and personality development", Collection of scientific works: philosophy, sociology, psychology, num 20 (2015): 213-220.

the problem of the psychology of professionalism and a professional is examined³. The research on the features of professional identity of future teachers analyzing its structural characteristics is of special scientific interest. The study highlights that self-image of a competent teacher dominates in future teachers' professional identity. It establishes that future teachers' professional identity as a psychological mechanism of developing pedagogical competence has individual motivational determination⁴.

Higher school should provide a solid theoretical background in the chosen area of study, to develop competences to implement them in a professional field, to promote the development of life and professional values, principles, norms, rules and standards of behavior. Unfortunately, among the students there is a sufficiently significant group of future professionals who, while being students, have already decided that they do not plan to work in the chosen area. However, they are not inclined to change their formal status of "a student", achieving extraprofessional and extracurricular aims. Such a position of a person on the border between two social statuses is called "marginality"⁵, in particular, "professional marginality"⁶. It concerns the situation where the formation of professional identity has not occurred yet or there are processes of destruction and disintegration of professional identity.

When a young person chooses his career path at the stage of selecting a higher educational institution in which the person would like to study and the area of study in which he plans to seek higher education, a school graduate could be guided by one motive. But when he is going to complete his degree courses at university being a final year student, he might change his attitude towards the profession, his place in it and the role the professionals of this area in society. The student again finds himself in the situation "the search for identity", which is a very significant social problem and, of course, a problem for a young person who almost has a diploma confirming his level of qualification, but at the same time he has doubts about the desire and ability to work and develop a career in this area of study. The student finds himself in a marginal situation concerning his professional identity. Professional marginality manifests itself as a disruption of the formation of professional identity (complication of active search and choice) or as a disruption of the dynamics of identity (a disruption of the processes of identifying roles, rules, norms corresponding to identity, that manifests itself through the feedback with other people). The problems of professional marginality and its socio-psychological interpretation are presented in the works of J. Jermolajeva⁷. Significant contribution to the development of the concept and the

³ A. S. Borysiuk, "Research on the peculiarities of the motivation sphere of future doctors", *Insight: the psychological dimensions of society*, num 1 (2019): 102-109; G. V. Lozhkin & N. Yu. Volianiuk, "Conflict sources of professional marginalism", *Education horizons*, num 2 Vol: 30 (2010): 43-48; O. Ye. Blynova, *Labor migration of Ukrainians in a socio-psychological dimension* (Kherson: RIPO, 2011) y N. D. Volodarska, "Technologies of psychological well-being restoration of internally displaced persons". *Insight: the psychological dimensions of society*, num 1 (2019): 79-83.

⁴ A. R. Yermentayeva; B. Sh. Baizhumanova; A. R. Mandykayeva; K. M. Nagymzhanova; G. T. Ayupova; A. Sh., Mamanova & A. K. Kokorayeva, "Peculiarities of Professional Identity in Teachers", *Revista Espacios*, Vol: 39 num 29 (2018).

⁵ M. Shulha, "Marginality as a crisis of identity", *Sociology: theory, methods, marketing*, num 3 (2000): 166-170.

⁶ O. S. Badiul, "Professional marginalism in the educational process", *Southern Ukrainian Journal of Odessa State University of Internal Affairs*, num 1 (2008): 190-193.

⁷ J. P. Jermolajeva, "Evaluation of a professional's... y J. Jermolajeva & T. Bogdanova, "Philosophy of the Profession and Professional Knowledge in the Structure of Professional Identity of Hei Teachers in Riga and Smolensk Economics and Culture", Vol: 14 num 1 (2017): 41-49.

identification of objective and subjective factors of professional marginality is made by Mogdaleva⁸, Blynova⁹, Kemalova¹⁰, Butylina¹¹, Zepeda¹², Kalashnikov¹³.

The aim is to find out the psychological demonstrations of professional marginality and identify if future social care specialists have its structural components.

Methodology and methods

Professional identity is an integral psychosocial construct and is considered in the unity of the joining forces in the system “person – profession – society”. There is certain continuum of the formation of professional identity, ranging from the highest form – mature positive achieved identity (complete identity of a subject, activity and society) to professional marginality (the unformed or destroyed professional identity in this system of connections), i.e. professional marginality is an indicator of the destruction of this system. Professional marginality is defined as a phenomenon of pseudo-professionalism, which occurs in the situations where people who do not have a necessary degree of competence and have formal affiliation to a professional community come to the profession.

Professional marginality is a personal position of being uninvolved in and psychological non-belonging to socially important ethics for this profession, to professional standards, or internal acceptance of professional norms of other professional environment. Professional marginality can manifest itself in the area of self-consciousness – misidentification of oneself with a professional field (a lack of identity); in the area of behavior – actions guided by the motifs which go beyond the framework of professional functions and ethics.

We consider professional marginality of students as a state of certain isolation (alienation) from their future profession manifesting itself in the attitude towards the study and academic performance and the tendency to change the profile of professional training.

Methodological foundations of our empirical research on the psychological manifestations of professional marginality of future social welfare professionals are the group of methodological measures and psycho-diagnostic instruments approved by the scientists when examining sensory regulation in the situation of uncertainty¹⁴, mental states

⁸ I. V. Mogdaleva, “Marginality in modern Russian and Ukrainian philosophy”, Scientific notes of the Tavriya National University named after V. I. Vernadskiy, num 21 Vol: 60 (2008): 231-239.

⁹ O. Ye. Blynova, “Marginality: basic scientific approaches to the analysis”, Problems of general and pedagogical psychology, Vol: 11 num 4 2009: 36-44.

¹⁰ L. I. Kemalova & Yu. D. Parunova, Marginal personality and the possibility of socialization in the conditions of a transitive society (Simferopol-Kerch: Tavriya, 2010).

¹¹ O. V. Butylina, “Professional marginality of students”, The Bulletin of Lviv University, num 6 (2012): 81-87.

¹² S. Zepeda, “Principals’ Perspectives: Professional Learning and Marginal Teachers on Formal Plans of Improvement”, Research in Educational Administration & Leadership, Vol: 1 num 1 (2016): 25-59.

¹³ A. I. Kalashnikov & S. A. Minyurova, “Professional Commitment and Professional Marginalism in Teachers”, Psychological Science and Education, Vol: 22 num 5 (2017): 5-13.

¹⁴ I. S. Popovych; I. M. Halian; O. I. Halian; I. A. Burlakova; Ly. V. Serbin; M. V. Toba; N. M. Buhaiova & Yu. A. Bokhonkova, “Sensory Regulation of Future Teachers in a Situation of Uncertainty”, Revista Espacios, Vol: 41 num 2 (2020).

of expectations in different activities¹⁵ and also when examining social and psychological factors of migration readiness of Ukrainian students¹⁶.

Participantes

The students of the 2nd, 3rd, 4th years of full-time study of the areas “Psychology”, “Social Pedagogy”, “Social Work” (124 persons) took part in the empirical experiment. Ethical issues pertaining to human subjects. The research participants were acquainted with the aim of the research and the data collection methods in advance. Participation in the study was entirely voluntary. All participants understood the purpose for which the research data will be used. The study was conducted according to the principles of the Helsinki Declaration¹⁷.

Procedures and instruments

The complex of psychodiagnostic methods includes those methods that diagnose not only the indexes of professional identity / professional marginality, but also those indexes that reflect socially determined, professionally determined and personality factors. This complex includes: the diagnostic test “Identity / Professional Marginality” by J. Jermolajeva¹⁸; the questionnaire “Professional demand of a person” by Ye. Kharitonova & B. Yasko¹⁹; the “Questionnaire of identity styles” M. Berzonski (the adaptation of E. Belinskaia & I. Bronin’s questionnaire)²⁰; the modified self-describing test “Who am I?” by M. Kuhn-T. McPerlenda; “Five-factor personality questionnaire” (the adaptation of L. Burlachuk & D. Korolov’s questionnaire)²¹. The indexes of reliability of the methods used and the tests of Cronbach’s alpha were within sufficient .7 and high .9 levels.

¹⁵ V. V. Khmil & I. S. Popovych, “Philosophical and Psychological Dimensions of Social Expectations of Personality”, Anthropological Measurements of Philosophical Research, num 16 (2019): 55-65; I. Popovych; O. Blynova; A. Zhuravlova; M. Toba; T. Tkach & N. Zavatska, “Optimization of development and psycho-correction of social expectations of students of foreign philology”, Revista Inclusiones. Vol: 7 num Especial (2020): 82-94; I. Popovych; A. Borysiuk; L. Zahrai; O. Fedoruk; P. Nosov; S. Zinchenko & V. Mateichuk, “Constructing a Structural-Functional Model of Social Expectations of the Personality”, Revista Inclusiones, Vol: 7 num Especial (2020): 154-167; I. Popovych; O. Kononenko; A. Kononenko; V. Stynska; N. Kravets; L. Piletska & O. Blynova, “Research of the Relationship between Existential Anxiety and the Sense of Personality’s Existence”, Revista Inclusiones, Vol: 7 num Especial (2020): 41-59 y I. Popovych; L. Lymarenko; N. Tereshenko; T. Kornisheva; O. Yevdokimova; A. Koverznieva y M. Aleksieieva, “Research on the Effectiveness of Training Technologies’ Implementation in Student Theater”, Revista Inclusiones, Vol: 7 num 2 (2020): 104-121.

¹⁶ O. Ye. Blynova; I. S. Popovych; H. I. Bokshan; O. M. Tsilmak & N. Ye. Zavatska, “Social and Psychological Factors of Migration Readiness of Ukrainian Students”, Revista Espacios, Vol: 40 num 36 (2019).

¹⁷ “World Medical Association Declaration of Helsinki – Ethical Principles for Medical Research Involving Human Subjects”, World Medical Journal, Vol: 59 num 5 (1962): 199-202.

¹⁸ J. P. Jermolajeva, Evaluation of a professional’s realization in the system “person – profession – society (Moscow: Institute of Psychology of RAS, 2011).

¹⁹ Ye. V. Kharitonova, Psychology of social and professional demand for a person (Moscow: Institute of Psychology of RAS, 2014).

²⁰ E. P. Belinskaia, “Adaptation of the Russian version of the identity styles questionnaire”, Psychological research, num 7 Vol: 34 (2014): 10-12.

²¹ L. F. Burlachuk & S. M. Morozov, Dictionary Dictionary of Psychodiagnostics (St. Petersburg: Piter, 2001).

Results and discussion

The formation of a professional in higher education, despite the differences in specific areas of work, has a common aim - the formation of a person who is capable of performing professional functions independently and efficiently. While being implemented this single, aim is divided into three directions.

The first one is the formation of special knowledge, skills and abilities which are necessary and sufficient for a certain area of study, resulting in the expansion of the informational and psychological space of a future professional and it is an instrumental component of professional identity.

The second one is a gradual structural change of a person, which increases the autonomy of his behavior in solving professional tasks, i.e. an individual component of professional identity is formed.

The third direction is the acceptance of the norms of moral relations within the professional community and the development of the principles of social behavior in the area of one's own professional influence (a social component of professional identity).

The diagnostic test "Identity / Professional Marginality" (J. Jermolajeva) contains 56 questions and it consists of three scales (a professional and society, society and a profession, a person and a profession) and seven subscales (a person and a profession, status and dynamics, motivation, a professional act, career, morals, an alternative choice). Each question implies the selection of only one of the three proposed answers, which are arranged in the order of reducing the emotional connection and the degree of identification with the position stated in the question. We evaluated the results of the primary data, guided by the scales of arithmetic mean (M) and mean-square deviation (SD), given in Table 1.

| The name of the method scale | M | SD |
|---|------|------|
| Professional and society | 14.6 | 2.71 |
| Society and profession | 12.1 | 1.92 |
| Person and profession: professional status and dynamics | 11.8 | 2.03 |
| Person and profession: professional motivation | 14.6 | 2.71 |
| Person and profession: professional act | 12.8 | 2.14 |
| Person and profession: career | 7.94 | 1.16 |
| Person and profession: morals | 9.12 | 1.19 |
| Person and profession: alternative choice | 8.71 | 1.43 |
| Total index of professional identity / marginality | 97.6 | 4.68 |

Note: min – minimum; max – maximum; M – arithmetic mean; SD – mean-square deviation.

Table 1

Primary data by the scale of the method "Identity / Professional Marginality" (n=124)

So, we can develop test standards and thus determine the relative number of the research participants with a high level (professional identity), middle and low (professional marginality) levels by the scale (see Table 2).

| The name of the method scale | High level, % | Average level, % | Low level, % |
|---|---------------|------------------|--------------|
| Professional and society | 16.93 | 66.94 | 16.13 |
| Society and profession | 20.97 | 47.58 | 31.45 |
| Person and profession: professional status and dynamics | 25.0 | 51.61 | 23.39 |
| Person and profession: professional motivation | 22.58 | 58.07 | 19.35 |
| Person and profession: professional act | 33.06 | 54.84 | 12.1 |
| Person and profession: career | 20.16 | 61.29 | 18.55 |
| Person and profession: morals | 29.85 | 55.65 | 14.5 |
| Person and profession: alternative choice | 21.77 | 49.19 | 29.03 |
| Total index of professional identity / marginality | 23.4 | 48.4 | 20.2 |

Table 2

Distribution of the test scores by the scale of the method "Professional Identity / Marginality" (n = 124)

According to the scale "Professional and society", high indexes indicate the professional identity of the research participants. Professionally identical specialists (16.93%) consider that their professional qualifications meet the requirements of the time, as well as the moral principles of performing professional duties. The students of socially-oriented professions, who have high levels of professional marginality (16.13%), believe that their professional qualifications meet only official standards and official responsibilities, without thinking of high international standards and "the mission" of their professional role in the field of social welfare.

The scale "Society and profession" reflects the future professionals' awareness of the place and role of their profession in the life of society. Professionally identical students (20.97 %) believe that their profession has become more significant in society in recent years, they note the need for social activity of social workers for positive changes in the profession and in society and they also note that their profession is in demand in most countries that emphasizes its importance and social significance. In addition, they are ready for continuous improvement in the profession. Professionally marginal graduate students (31.45%) feel that the profession they are seeking is useless for the modern society and, moreover, they think that their profession is a part of the chaos reigning in society.

The scale determining the relationship between a person and a profession is represented by several subscales. The subscale "Person and profession: professional status and dynamics" showed that professionally identical social welfare professionals are ready to work (25.00%) in unpredictable conditions, with no clear rules, so, we highlight the focus of this category of graduates on creative, active, initiative activity. Professionally marginal professionals (23.39%) are able to work in conditions of permanent control, with unchanging rules of behavior, leadership and subordination. They are ready to leave the profession, if the situation changes in an undesirable direction, the professional status is not significant to them and the valence of professional identity is mostly negative.

The subscale "Person and profession: professional motivation" (22.58%) shows that for professionally identical professionals the profession is their meaning of life, they are ready to acquire the highest level of skills and pass them on to a younger generation. These

students emphasize that their professional choice was made independently on the basis of the analysis of their abilities and desires, primarily due to the opportunity to devote themselves to interesting, socially significant work, they are oriented towards professional growth. Professionally marginal students (19.35%) regard their profession only as a means of material satisfaction of their needs, they note that the choice of the profession was random and emphasize the disappointment because of the chosen profession.

The subscale “Person and profession: professional act” (33.06%) determines that in a complicated professional situation professionally identical students try to make independent decisions and follow their own way to the aim, they are capable of finding non-standard methods to solve professional tasks. This group of the research participants has very responsible attitude to the concept of “professional honor and dignity”. Those students who are in the category of “professionally marginal” (12.10%) are characterized by random decision-making in difficult situations, they are more inclined to rely on the favor of leaders than on their own strength in making difficult decisions in professional situations.

The subscale “Person and profession: career” shows that the profession (high scores – 20.16%) is a matter in which one must constantly improve oneself, and this inspires for professional growth; the students believe that their profession is very important for all people, it provides an opportunity to do something outstanding, that no one else has done yet; it gives an opportunity to defend their ideas and solutions. Professionally marginal research students (18.55%) think that the need of constant self-improvement is undesirable and rather tiring, the profession is regarded as a means of earning money.

The subscale “Person and profession: morals” reflects a professional's behavior in the case of a conflict of interests between his personal aspirations, professional duty and professional dignity. Professionally identical professionals (29.85%) would forego their principles under no circumstances, they believe that a professional duty should be performed only if its performance does not contradict the common good, such research participants respect themselves as professionals. Professionally marginal students (14.50%) are ready not to follow the principles of professional ethics, if it helps earn more money, only fear of punishment can stop them.

The subscale “Person and profession: alternative choice” shows how stable the choice of the profession for a student is, whether he is ready to change his profession for another. Professionally identical graduates (21.77%) would choose the same profession that they have now in the case if they had to re-choose their profession. It means that their choice is conscious and they are satisfied with this choice. Professionally marginal graduates (29.03%) are already ready to change their profession for something more profitable with a stable income and with a little workload.

Thus professional identity is a durable agreement of all the three components in the realization of professional functions. It can be positive, implying full acceptance of the profession as a sense of being and the way of self-realization not only as a professional, but also as an individual; neutral – conflict-free acceptance of one's profession as a means of earning money and achieving social status (partial realization in professional activities); negative, that denies the profession as a way of achieving social ambitions and prefers self-realization in other areas of personal activity – family, politics, sports, hobbies etc.

To examine the structure of the empirical data, the factor analysis procedure was used, which was conducted by the traditional principal component method, the Varimax

rotation method. Four principal components have been obtained, which in total explain 58.67% of the dispersion features. High positive and negative factor loadings have an explanatory value and their content determines the essence of the components and helps in naming them.

The analysis of the obtained factors makes us consider that the first four of them, explaining 58.67% of general dispersion, can be related to three models of a profession and three types of professional marginality, depending on the area of professional realization in which 'a disruption' occurs: "professional and society", "profession and society", "person and profession".

Factor 1 has the highest loading or the highest informativity (it explains 23.51% of the dispersion), we believe that according to the theoretical model, this factor can be identified as "Assessing oneself as an in-demand professional", this factor describes the area of professional identity / professional marginality "Professional and society". It reflects professional attitude of a person towards himself as an established mature professional²² and reflects the "Personal model of the profession".

Its positive pole is determined by the positive poles of the variables: "professional and society" (.684**) "informative identity style" (.643**) "person and profession (alternative choice)" (.612**) "person and profession (professional act)" (.584**); "professional authority" (.523**); "membership in a professional community" (.519**) "self-attitude" (.497**) "significance of professional identity" (.461**) "others' attitude" (.424**). The negative pole, which describes professional marginality, is determined by the opposite poles of these variables (note: $p \leq .01$; $n=124$).

This composition of the variables entering Factor 1 appeared to be the most significant one. We can assume that the significant factor of the formation of professional identity or, accordingly, professional marginality is, firstly, the attitude towards oneself as a professionally prepared person, secondly, the awareness of the attitude towards oneself as a professional in a certain area on the part of the nearest referent social environment – colleagues, managers, friends, relatives, thirdly, high esteem of one's belonging to a professional community. If we look at the variables of this factor from the position of professional marginality, i.e. considering the negative poles to interpret, we can characterize a person, who is ready to change his profession, believing that his choice was unsuccessful and feeling the lack of professional authority and professional respect on the part of other people, that reduces his general assessment as a prepared competent professional. This, in its turn, makes his professional identity insignificant.

Factor 2 has a factor loading of 18.31%, according to the theoretical model applied in the research, it is defined as "Society and profession", this factor shows the attitude of a future professional towards the role, significance and importance of his profession in society, and determines a certain prestige of his social status in such a professional role. According to E. Belinskaia's classification it reflects the "Social model of a profession". The positive pole of this factor is determined by the variables: "Society and profession" (.786**); "Person and profession (morals)" (.493**); "Experience of professional demand" (.517**); "Openness for experience" (.476**). The negative pole of this factor is determined by two variables. They are "Diffusive identity style" (-.518**) and "Inclination to consent, benevolence" (-.485**).

²² E. P. Belinskaia, "Adaptation of the Russian..."

Such data show that a future professional with a higher education degree who is completing his studies at university appreciates the role of his profession and the representatives of the profession in the social life of his country (this variable is a leading one in this factor in and has the highest factor loading). These assessments, in turn, give rise to corresponding attitudes towards professional moral standards, a professional clearly realizes the need to follow them and does not break them even under the threat of certain external punishment. From the point of view of personal factors, the variable “Openness for experience” entered this factor with high factor loading, which shows that a professional oriented to the understanding of an important mission of the profession in the field of social welfare in the development of society, is characterized by the inclination to actively search for additional information, critically understand it, differentiate the main things and make independent professional decisions.

Students who are inclined to professional marginality, underrate the importance and role of the profession they seek in high school in the development of society, they explain their professional unwillingness and reluctance to work in the chosen profession by the status of the profession itself and the demand for professionals in this field. Professionally marginal persons are characterized by doubts and uncertainty in a professional choice and the inability to take a clear position on a personal level in defending their own interests, opinions and beliefs, and this is characteristic of a conformist person.

Factor 3 explains 9.39% of the dispersion of the characteristics and reflects the “Instrumental model of a profession” indicating the self-awareness of a person as a competent professional armed with all the necessary professional knowledge, skills and abilities. The following variables are included in this factor with high a factor loading: “Professional competence” (.786**); “Person and profession (professional status and dynamics)” (.627**); “Person and profession (professional motivation)” (.605**); “Normative identity style” (.589**); “Scale of devotion (attachment)” (.521**); “Estimation of the results of professional activity” (.478**); “Person and profession (career)” (.454**); “Satisfaction with the realization of professional potential” (.426**); “Self-control (conscientiousness)” (.408**).

Analyzing the variables included in this factor, we can see that the awareness of oneself as a competent professional is interrelated with the assessment of one’s professional dynamics, with acquiring professional status, with professional motivation, in particular, with the motivation to choose an appropriate profession and the motivation for professional growth. The factor “Person and profession” includes the indexes of “Normative identity style” and “Self-control (conscientiousness)”. So, acquiring professional status is associated by future professionals with following certain rules, norms, patterns and standards of behavior, relations and activities. It confirms the positive pole of the variable of the “Scale of devotion (attachment)” determining the degree of following the decision which has already been made.

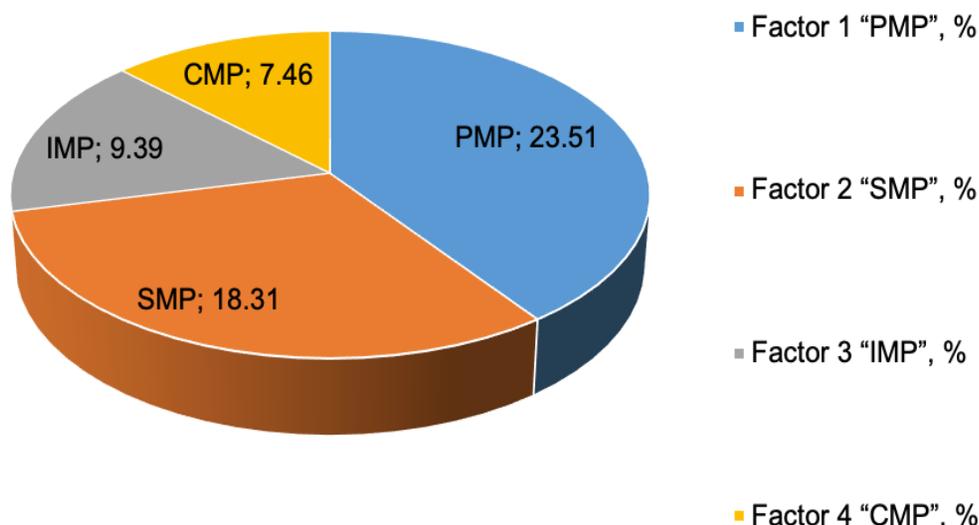
The negative poles of each of the variables of the Factor make it possible to characterize a professional marginal person. This is a person who underrates his professional competence and, therefore, he does not express a desire for professional growth or acquiring a higher social status. He lacks the motivation to advance in the profession.

On the basis of the analysis of the selected factors, we can draw a conclusion that the students explain the initial stages of professional choices – the choice of an educational institution, profession, area of study, and then – the possibility of employment in the chosen

profession by the socio-economic condition of society, the attitude of the state towards social welfare professionals in particular, the level of salaries, the degree of demand for them in society, the availability of jobs. At the same time, the advancement in the profession – professional growth, career development, improvement in the profession – are determined by the level of their professional competence.

Factor 4 explains 7.46% of the total dispersion; it is represented only by two variables: “extraversion” (.493**); “neuroticism (negative emotionality)” (-.467**). This factor can be described as “Communicative model of the profession”. The variables of this factor do not show close relations with the indexes of professional identity / professional marginality and professional demand; extraversion and neuroticism may significantly affect neither professional choice nor professional growth and are relatively independent indexes.

The following factors have loadings which are beyond the limits of the overall dispersion of variables (.983 and less). Thus, by the results of statistical processing we determined four main factors (58.67%), creating the structure of professional identification of a specialist (Fig. 1).



Note: “PMP” – personal model of the profession; “SMP” – social model of a profession; “IMP” – instrumental model of a profession; “CMP” – communicative model of the profession.

Figure 1

The structure of professional identification of a specialist

Conclusions

Professional identity is an integral psychosocial construct and is considered in the “person – profession – society” system. The poles of the continuum in the formation of professional identity are a mature positive identity (complete identity of the subject, activity and society) on the one hand and professional marginality (unformed or broken professional identity in this system of relations) on the other hand.

Professional marginality of future professionals in the field of social welfare is determined by three major groups of factors – socially determined, professionally determined, personality factors.

It is determined that among the socially-determined factors an important role is played by a subjective assessment of the socio-economic situation in society, real possibilities of employment in the chosen profession, the importance of the profession and the corresponding professionals for the development of society, the level of salaries, the possibilities of career development in the chosen profession.

Professionally determined factors of professional marginality of the students taking courses in the areas of study related to social welfare include professional demand for the professional, namely, his belonging to a professional community; an attitude towards himself as a competent and qualified professional; the evaluation of the results of professional activity.

The unformedness of a mature positive identity should be mentioned among personality factors of the formation of professional marginality of students.

It is shown that professionally identical graduates are mainly characterized by the informational identity style, i.e. the focus on active search and analysis of information in the process of making responsible decisions, as well as the desire to understand the values, senses of activities, situations and phenomena. Professionally marginal graduates have a diffusive identity style, i.e. uncertainty, obscurity of their professional goals and values.

The interdependence between the indexes of professional identity / professional marginality and certain socio-psychological factors are singled out. The research proves that professional marginality is interrelated with a low level of attitude towards oneself as a competent professional who determines his belonging to the professional community formally or evaluates it negatively and underrates the role of the representatives of his profession for social development.

Using factor analysis, the existence of four models of the profession and the corresponding four types of professional marginality are proved. They depend on the area of professional self-realization in which there is a disruption of the integral process of professional identification of a professional:

- 1) Awareness of one's professional efficiency (competence, knowledge and skills) (Personal model of the profession; the sub-system "person and profession");
- 2) Awareness of social significance of the profession (Social model of the profession; the sub-system "profession and society");
- 3) Awareness of oneself as an in demand professional (Individual model of the profession; the sub-system "professional and society");
- 4) Lack of significant correlations with the indexes of professional identity / professional marginality and demand for the profession, the domination of extraversion and neuroticism (Communicative model of the profession; it partly reflects the sub-system "profession and society").

Acknowledgments

The research was conducted within the framework of the fundamental scientific and practical theme of the Department of General and Social Psychology of Kherson State University, the state registration number is 0119U101096.

References

Badiul, O. S. "Professional marginalism in the educational process". Southern Ukrainian Journal of Odessa State University of Internal Affairs, num 1 (2008): 190-193.

Belinskaia, E. P. "Adaptation of the Russian version of the identity styles questionnaire". Psychological research, num 7 Vol: 34 (2014): 10-12.

Blynova, O. Ye. "Marginality: basic scientific approaches to the analysis". Problems of general and pedagogical psychology, Vol: 11 num 4 (2009): 36-44.

Blynova, O. Ye. Labor migration of Ukrainians in a socio-psychological dimension. Kherson: RIPO. 2011.

Blynova, O. Ye; Popovych, I. S.; Bokshan, H. I.; Tsilmak, O. M. & Zavatska, N. Ye. "Social and Psychological Factors of Migration Readiness of Ukrainian Students". Revista Espacios, Vol: 40 num 36 (2019).

Borysiuk, A. S. "Research on the peculiarities of the motivation sphere of future doctors". Insight: the psychological dimensions of society, num 1 (2019): 102-109. DOI: 10.32999/2663-970X/2019-1-16

Burlachuk, L. F. & Morozov, S. M. Dictionary of Psychodiagnostics. St. Petersburg: Piter. 2001.

Butylina, O. V. "Professional marginality of students". The Bulletin of Lviv University, num 6 (2012): 81-87.

Jermolajeva, J. P. Evaluation of a professional's realization in the system "person – profession – society. Moscow: Institute of Psychology of RAS. 2011.

Jermolajeva, J. & Bogdanova, T. "Philosophy of the Profession and Professional Knowledge in the Structure of Professional Identity of Hei Teachers in Riga and Smolensk Economics and Culture", Vol: 14 num 1 (2017): 41-49. DOI: 10.1515/jec-2017-0004

Kalashnikov, A. I. & Minyurova, S. A. "Professional Commitment and Professional Marginalism in Teachers". Psychological Science and Education, Vol: 22 num 5 (2017): 5-13. DOI: 10.17759/pse.2017220501.

Kemalova, L. I. & Parunova, Yu. D. Marginal personality and the possibility of socialization in the conditions of a transitive society". Simferopol-Kerch: Tavriya. 2010.

Kharitonova, Ye. V. Psychology of social and professional demand for a person. Moscow: Institute of Psychology of RAS. 2014.

Khmil, V. V. & Popovych, I. S. "Philosophical and Psychological Dimensions of Social Expectations of Personality". *Anthropological Measurements of Philosophical Research*, num 16 (2019): 55-65. DOI: <https://doi.org/10.15802/ampr.v0i16.187540>

Lozhkin, G. V. & Volianiuk, N. Yu. "Conflict sources of professional marginalism". *Education horizons*, num 2 Vol: 30 (2010): 43-48.

Mogdaleva, I. V. "Marginality in modern Russian and Ukrainian philosophy. Scientific notes of the Tavrida National University named after V. I. Vernadskiy, num 21 Vol: 60 (2008): 231-239.

Piletska, L. S. "Marginality in the context of the problem of social mobility of an individual". *Collection of scientific works: philosophy, sociology, psychology*, num 16 (2011): 5-15.

Popovych, I.; Blynova, O.; Zhuravlova, A.; Toba, M.; Tkach, T. & Zavatska, N. "Optimization of development and psycho-correction of social expectations of students of foreign philology". *Revista Inclusiones*. Vol: 7 num Especial (2020): 82-94.

Popovych, I.; Borysiuk, A.; Zahrai, L.; Fedoruk, O.; Nosov, P.; Zinchenko, S. & Mateichuk, V. "Constructing a Structural-Functional Model of Social Expectations of the Personality". *Revista Inclusiones*, Vol: 7 num Especial (2020): 154-167.

Popovych, I. S.; Halian, I. M.; Halian, O. I.; Burlakova, I. A.; Serbin, Iy. V.; Toba, M. V.; Buhaiova, N. M. & Bokhonkova, Yu. A. "Sensory Regulation of Future Teachers in a Situation of Uncertainty". *Revista Espacios*, Vol: 41 num 2 (2020).

Popovych, I.; Kononenko, O.; Kononenko, A.; Stynska, V.; Kravets, N.; Piletska, L. & Blynova, O. "Research of the Relationship between Existential Anxiety and the Sense of Personality's Existence". *Revista Inclusiones*, Vol: 7 num Especial (2020): 41-59.

Popovych, I.; Lymarenko, L.; Tereshenko, N.; Kornisheva, T.; Yevdokimova, O.; Koverznieva, A. & Aleksieieva, M. "Research on the Effectiveness of Training Technologies' Implementation in Student Theater". *Revista Inclusiones*, Vol: 7 num 2 (2020): 104-121.

Popovych, I. S. "The role of social and psychological expectations in the professional formation and personality development". *Collection of scientific works: philosophy, sociology, psychology*, num 20 (2015): 213-220.

Shulha, M. "Marginality as a crisis of identity". *Sociology: theory, methods, marketing*, num 3 (2000): 166-170.

Volodarska, N. D. "Technologies of psychological well-being restoration of internally displaced persons". *Insight: the psychological dimensions of society*, num 1 (2019): 79-83. DOI: <https://doi.org/10.32999/2663-970X/2019-1-12>

"World Medical Association Declaration of Helsinki – Ethical Principles for Medical Research Involving Human Subjects". *World Medical Journal*, Vol: 59 num 5 (1962): 199-202.

Yermentayeva, A. R.; Baizhumanova, B. Sh.; Mandykayeva, A. R.; Nagymzhanova, K. M.; Ayupova, G. T.; Mamanova, A. Sh. & Kokorayeva, A. K. "Peculiarities of Professional Identity in Teachers". *Revista Espacios*, Vol: 39 num 29 (2018).

Zepeda, S. "Principals' Perspectives: Professional Learning and Marginal Teachers on Formal Plans of Improvement". *Research in Educational Administration & Leadership*, num 1 Vol: 1 (2016): 25-59.

Zeyer, E. F. *Personality-developing professional education*. Yekaterinburg: RSPPU. 2006.

CUADERNOS DE SOFÍA EDITORIAL

Las opiniones, análisis y conclusiones del autor son de su responsabilidad y no necesariamente reflejan el pensamiento de **Revista Inclusiones**.

La reproducción parcial y/o total de este artículo
Puede hacerse sin permiso de **Revista Inclusiones, citando la fuente**.

DR. OLENA BLYNOVA / DR. ZORYANA KISIL / DR. TAMARA TKACH / PH. D. (C) NATALIYA SEMENOVA
DR. SVITLANA KAMINSKA / DR. IHOR POPOVYCH