

THE POWER OF SELF OR THE „SELF TO SELF” ORIENTED AXIS IN THE RELATIONSHIP WITH PROFESSIONAL BALANCE

Mariana ZUBENSCHI¹

Abstract

This article is devoted to the investigation of human-organization space from an eco-human perspective by maintaining the balance between positive and negative effects, as well as adjusting the own resources and internal careers to the requirements of the professional environment. The general objective of the study was to investigate the relationships between career anchors and psychosocial factors in the professional environment of the "Self" axis. The „Self” axis has an internal meaning, and is made up of the factors that influence it in the professional relationship with the self. The general objective of the study is to examine the specifics of the professional environment, given by the profile of the career anchors. The proposed specific objectives have taken into account the moderator role of the anchors of the careers shown in the researches of scholars: Schein, Bart, Feldman, Bolino, Wills, Brawn, Obi, Yueran, Liu, Öngen, Munir, Nielsen, Jafri and others, as well as a guarantee of professional balance. The consonance of professional psychosocial factors, to the internal and external aspects of the specific careers in service system for humanity, it is play the role of an useful strategy in the design of the career path in the current conditions of life, and the qualitative contribution of the interdisciplinary of the research will contribute to a deeper understanding of the studied phenomenon, in a polyvalent and pragmatic weighted configuration. The sample consisted of 287 participants from three professional fields: medicine, education and social work. Based on the preliminary statistical analysis, by ANOVA method, the high levels of age, professional field, gender, level of education, graduation year and work place where identified $p < 0.001$.

Key words: professional balance, the purpose of serving, autonomy and independence, pure provocation, health, vitality, stress.

1. Introduction

The influence of the "Self" axis in the professional relationship and in particularly on the professional balance, is crucial. Because it has internal mediation, which is expressed through the capacity of personal resources adapted to external contexts such as the exercises of social and professional roles. If we draw attention to the age factor in our research, we see a high significance between the professional field and the age. One of the reasons for this is that the

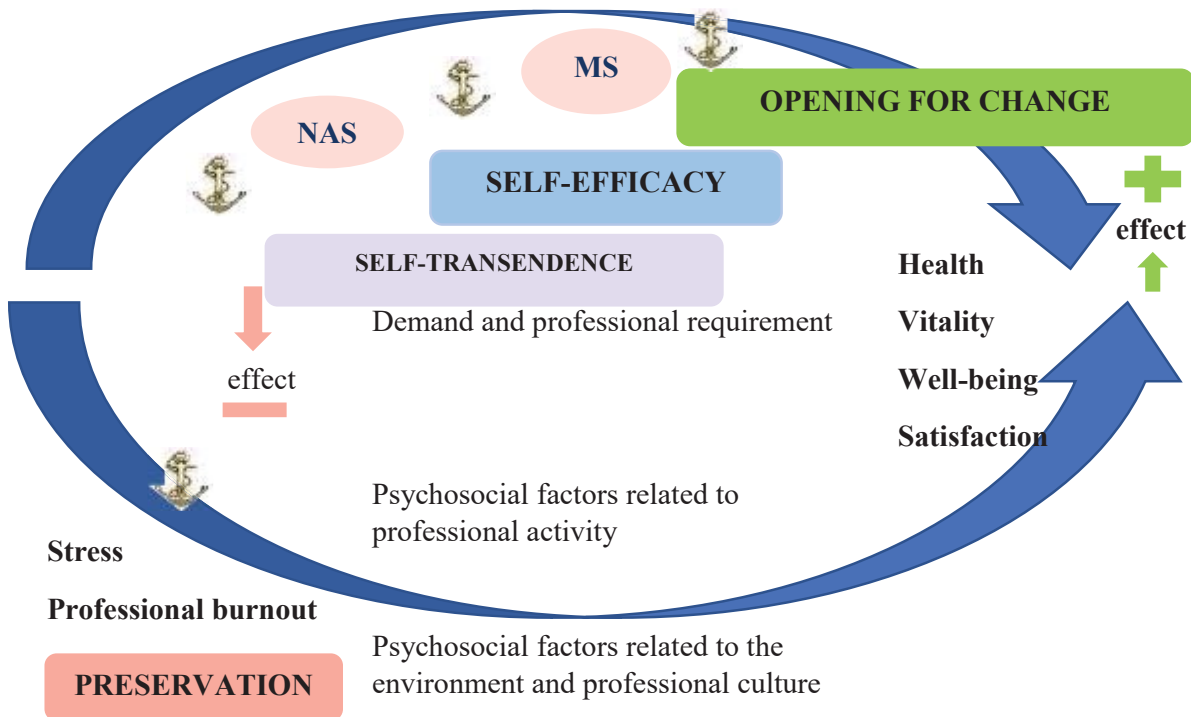
¹ Mariana Zubenschi, senior lecturer at Free International University of Moldova, Chisinau, Moldova (the Republic of), e-mail: mzubenschi@ulim.md

Baby Boom generation has advanced the advancement of information technologies by possessing the ideal area by assuming social roles in alternative reality and conscious risks; while the Millennium generation experience the challenges of life in a hyper technological information environment. Therefore, the need to achieve professional success is added to the relationship of saturation of the professional balance (the hypothetical model).

2. Literature review

The investigation of the relationships between the career anchors and the psychosocial factors in the professional environment (Figure 1) are focused on the models described by Edgar Schein, such as: career anchors model, career mobility model, circular model of career anchors, labour prospects of a leader, the socio-cognitive model of the person in the context of factors which are affecting choice and professional behaviour, the general model of association between multiple commitments, antecedents and professional results, U theory and it's five levels of change and the Integrative Career Planning Model (Schein , 1974; Schein, 1990; Bart, 1993; Baruch, 2007; Scharmer, 2009; Jackson et al., 2012; Obi, 2015).I

Figure 1. The hypothetical model of career anchor relationships and professional balance



Caption: NAS- the need to achieve professional success;

MAS – the motivation to achieve professional success.

These models are influenced by the psychological factors that ensure professional balance, and address the quality of the professional relationship between the specialist and his client (student, student, patient and client).

Self-transcendence, personal effectiveness and openness for change are states of professional balance, managed by professional exigencies and demands, environmental psychosocial factors, culture; welfare and human health. The states of professional balance are polyvalent in themselves, and under the conditions of inventory methodologies, these are inconveniences in addressing a deductive research that we have adopted in the design of current research. Thus, we can only deduce that professional balance is conditioned by self-

transcendence, professional effectiveness and openness for change. At the same time in Voss's model it is mentioned that any factor of change will lead to a balancing within the limits of professional actuality, through personal effectiveness, self-transcendence, openness towards change, or preservation, integrating particularities of the Voss model (Voss, 2002). We should mention that Voss's model (Figure 2) was modified by Laura Wils and her team in 2010, referred as "The Circular Model of Career Anchors Organization", and includes also four dimensions: the self-concept: continuity, self-assertion, change, self-movement and self-transcendence (Wils L., Wils Th., 2006, p.4).

Figure 2. The circular model of the anchor structure



Source: Voss, R.S. (2002). "Generating Entrepreneurial and Administrative Hierarchies of Universal Human Values as a Basis for Identifying Entrepreneurial and Administrative Potential Across Context." *Dissertation Abstracts International*, 62 (09), 3110 (UMI No. 3027385), p.23.

By its purpose, this research is motivated by the need to identify and explain the relationships between the career anchors and the psychosocial factors of three professional backgrounds in ensuring professional balance.

Table 1. Causes, Components and Causal Interference of the "Self" Axis

States of the professional balance	Components of states according to Voss	Causal interference of COPSOQ components
Open for change	<ul style="list-style-type: none"> • Pure Challenge • Entrepreneurial creativity • Autonomy and independence 	<ul style="list-style-type: none"> • Demand and professional requirements • Psychosocial factors related to the environment and professional culture • Well-being • Health
Self-efficacy	<ul style="list-style-type: none"> • Managerial competence • Organizational identity 	
Self-transcendence	<ul style="list-style-type: none"> • Managerial competence • Organizational identity 	

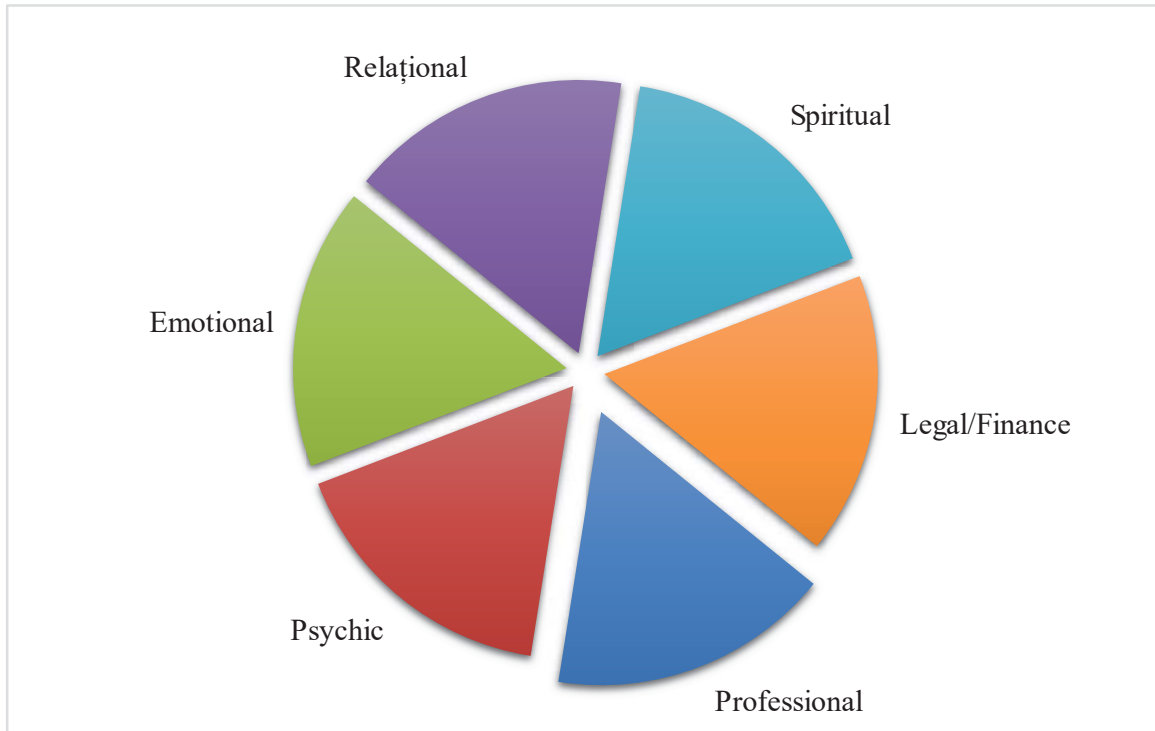
Source: Elaborated by the author

Balance is often perceived through the concept of well-being. And if we look at the life-work diagram of well-being, which is a tool used to evaluate the distinct areas of life, we find that well-being is assessed through the perspective of work / life balance (Waumsley, 2005).

Commonly, the well-being is a multi-dimensional component. Professional well-being is one of the holistic dimensions that contribute to health largely; we cannot have a state of general well-being without a balance in every dimension (Figure 3).

Well-being is a dynamic concept that includes subjective, social and psychological dimensions, as well as health-related behaviors. For example, the Ryff Psychological Well-Being Scale is a theory-based instrument that focuses specifically on the measurement of the multiple facets of psychological well-being (Ryff, 1989).

Figure 3. Life-work diagram of well-being (balance)



Source: Henriques, G. R., Kleinman, K., Asselin, C. (2014)

These facets include the following:

- *Self-acceptance*;
- *Establishing qualitative* (positive) relationships with others;
- *Autonomy* (the sense of autonomy in thought and action);
- *Skills to manage the environment* (the ability to manage complex environments to suit personal needs and values);
- *Life purpose* (to pursuit the meaningful goals and having meanings of purpose in life);
- *Personal development* (continuous growth and personal development).

It is also known that many professionals in the field of social sphere do not see a profession other than being useful to humanity, not insisting on poor pay or inappropriate working conditions, and succeeding in overcoming these barriers, they are true professionals, who is pursuing their career throughout life.

3. Data and Methodology

The research was completed in the period of 2012-2017 years, and embraced two stages of research: the first one was to investigate the career anchors and psychosocial factors, and

furthermore to model the professional balance depending on the professional anchor paternity. At the sampling stage, was assessed the trends and the expression of career anchors, the primary psychosocial factors and where analysed the socio-demographic gathered context. In addition, were tested in vivo the professional burnout scales (2015-2016 years, based on a random sample of 287 people aged 25-55 years). The collected data were adjusted on the relationships between the scales of the five standardized psychological questionnaires:

1. Edgar Schein's career anchors (EDS), also are referred as the career guidance questionnaire (Schein, 2013), called professional anchors, was first developed by Edgar Schein (EDS) in 1977. In the meantime, the scholar where worked out the "Career Anchors Theory", following a 13-year longitudinal study in the psychological examination of graduates master's degree at MIT Sloan School. This questionnaire was adapted and validated in Romanian in 2002, by Mihaela Vlăsceanu. In his book "Career Management. Learning to Build a Career", she emphasizes the importance of evaluating competence areas, motives and values through the EDS questionnaire (Vlăsceanu, 2002). Later, in 2015, within the co-funded project of the European Social Fund through the Sectoral Operational Program Human Resources Development 2007-2013, named "Invest in people", a new version of the questionnaire was adapted by the Office for Professional Development and Careers staff. This questionnaire is called also the "Professional Value Questionnaire" and contains 45 items. Shein's questionnaire is used for assessment in French, the 1995 developed English second version and today is used as a tool in social and managerial social responsibility audit. The difference between French tool and the original questionnaire is highlighted by 45 items and the association of a new international anchor (*ancre internationale*), and lifestyle anchor is translated as quality of life (*ancre qualite de vie*) (Bentaleb, Ch., Sekkat, S., 2013). In our research we have applied the last version of EDS published in English, adapted and compared to the Russian version of the questionnaire (Chiker, Vinokurova, 2006, p.85). The aim was to identify four adjacent anchors that can be deduced from Zhdanovich methodology of answers analysis (2007). These career anchors could be found in Ilin's book, where the same calculation mechanism is kept. „The purpose of this questionnaire is to identify the person's career guidance structure and career dominance. The questionnaire consists of 40 items, 9 core career anchors: technical functional anchor (CF), general managerial competence (CM), entrepreneurial creativity (CA), serving or being dedicated to a cause (SD) , Pure Challenge or Calling (CP), Autonomy and Independence (AI), Stability and Security at Work (SSM), Geographical Stability and Security (SSG), Lifestyle or Life Style Integration (ISV); and secondary deducted Zhdanovich methodology of answers analysis as: Organizational identity (IO), Vertical Career Orientation (OCV), Horizontal Career Orientation (OCO), and Guidance to the Conditions OCC (Kolomaytsev, 2008).

2. Thomas Elers Survey of Motivation to achieve the professional success (CSMOS), interprets the chances of success (Ilin, 2011). Designed to diagnose, the variable identified by Heinz Heckhausen, the individual motivation oriented to achieve success, which is expressed by successful behaviors - or motivated by success through realistic goals, the struggle for independence and the preference for moderately difficult tasks (Heckhausen Jutta, Heckhausen Heinz, 2008, p.148). The assessment material contains 41 statements, where the subject should answer by "yes" or "no". Our research used the bilingual version available at Ilin and Mihail Brumărel (Ilin, 2011, p.17; Brumărel, 2013, p. 148). The test refers to the single-scale methodology of answers analysis. The degree of motivation to achieve professional success is estimated by the number of points that coincide with the key, thus identifying four levels of motivation to success: very high, high, medium and low (Losii, 2010, p.4).

3. The need to achieve Professional Success Inventory (INAS) or Inventory of Needs to Achieve Objectives is used to measure the level of needs in achieving objectives, success, and overall achievements. In this research was used the adapted bilingual version of the questionnaire, available in Romanian at Elena Losii (2010, p.102). The higher self-confidence influence an active behaviour, which are more focused on achieving success. The need to achieve success and the proposed aims, turns thus into a personal property - centred (fitted).

4. The method of diagnosing the symptoms of professional burnout and their levels by Valentina Boico (APB). In accordance with the emotional burnout stages described by Hans Selie (the author of Biological Stress Theory) this method contains five levels of emotional burnout, tension (self-dissatisfaction, cell enclosure), resistance (reduction of professional tasks), exhaustion with symptomology of emotional detachment and depersonalization (Ilin, 2002, p. 26).

5. COPSOQ (Copenhagen) questionnaire for assessing the psychosocial factors. The primary stage of our research, in certifying experiment, where used the third version of the questionnaire, which contains four dimensions and 50 items (Kristensen Tage S. et al., 2003). Later in the Romanian version, the scales name and dimensions was revised, but in the given research were led by the 2009 questionnaire alternative, elaborated in Romanian, where the notional and conceptual equivalent of the English questionnaire in our research was preserved (the Copenhagen Questionnaire of Psychosocial Factors Assessment, 2012).

As follows, we receive a model of variables where in one part are located three states of the professional equilibrium and the "Self" axis on the other side.

4. Findings within the "Self" axis

In the present article, we will only analyse the strengths of the "Self" Axis in relation to professional demands and requirements, psychosocial factors related to the environment and professional culture, well-being and health. Hence, we will report the mentioned scales and variables to some of the combined factors of the COPSOQ Questionnaire.

Table 2. Gender Difference and Education Level per Sample

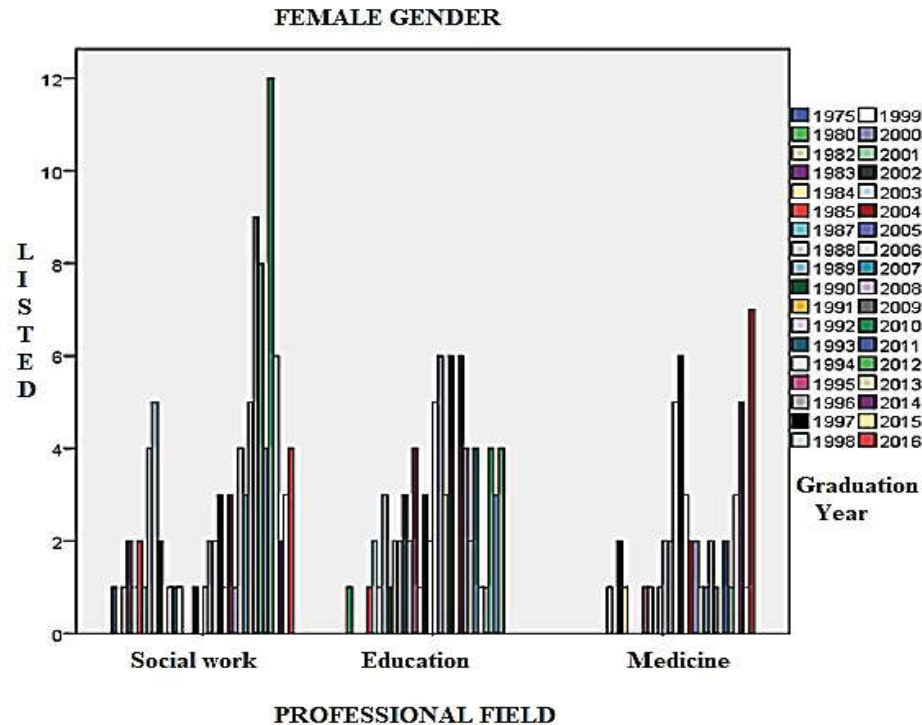
Gender		Female	Male	TOTAL		
Medicine	Validate	53	36	89		
	Average age	33,92	34,31	34,12		
Education	Validate	77	13	90		
	Average age	38,03	38,46	38,24		
Social work	Validate	96	12	108		
	Average age	33,92	36,83	35,83		
Education level						
Education level	Secondary	Licence	Master	Residentship	PhD	Total
Social work	16	65	27	0	0	108
Education	1	51	26	0	12	90
Medicine	0	3	0	81	5	89
Total	17	119	53	81	17	287

The „Self” axis consists of 10 scales, according to the hypothetical model:

- a. Serving or being dedicated to a cause (SD);
- b. Autonomy and Independence Scale (AI);
- c. Pure challenge or pure call (CP);
- d. Entrepreneurial Creativity (CA);

- e. Need to achieve professional success (NAS);
- f. Motivation to achieve professional success (MS).
- g. Self-complaining symptom (NS);
- h. Emotional detachment (DE);
- i. Depersonalisation (DP);
- j. Health (V):
 - General Health (V1);
 - Mental Health (V2);
 - Vitality (V3).

Figure 4. Distribution of female gender by professional field and graduation year



On the total sample of 287 interviewees through the One Sample Chi-Square Test, we identified that the professional domain retains the null hypothesis with 2 level of freedom and the asymptomatic coefficient is $p = 0,303$, where the minimum expectation value is 95,667. The null hypothesis is also retained in case of APB - burnout test parameter ($p = 0,059$) and the average level of COPSOQ questionnaire ($p = 1,000$). One Sample Chi-Square Test, is a statistical procedure used to determine if the observed sample could have been generated by a process with a specific average.

Using the Kolmogorov-Smirnov test or the nonparametric test of equality of continuous distributions K-S, we have identified unidimensional probabilities that can be compared with the probability of a reference asymptomatic significance in the cases which are assuming the null hypothesis such as: managerial competence anchor (0,412), autonomy / independence anchor (0,249), pure challenge anchor (0,060), entrepreneurial competence anchor (0,156), organizational identity (0,691), vertical career orientation (0,944), horizontal career orientation (0,306), guidance to the conditions (0,506), APB test (0,196), EDS test (0,865), COPSOQ test (0,567), professional demand and requirements (0,276) and psychosocial factors related to professional activity (0,314).

Table 3. Significant components of "Self" axis in the Pearson correlation

	Professional domain	Age	Gender	Level of education	Graduation year	Workplace length
SD	-.022 ^{**,*}		.056 [*]	-.004 ^{**}	-.056 ^{**}	
AI	.191 ^{**}	.189 ^{**}	-.159 ^{**}	.110 ^{**}		
CP	-.021 ^{**}	.287 ^{**}	.287 ^{**}	.028 ^{**}		
CA	-.121 ^{**}	.287 ^{**}	-.038 ^{**}			
NAS	.060 ^{**}	.079 [*]		.166 ^{**}		
MS	.007 ^{**}	.087 ^{**}	.018 ^{**}		.000 ^{**}	.010 ^{**}
NS	.095 ^{**,*}	-.048 ^{**}	.031 [*]	.027 ^{**}	-.028 ^{**}	.060 ^{**}
DE		.014 ^{**}		.117 ^{**}		-.083 ^{**}
DP		.083 ^{**,*}	-.091 ^{**}	.045 ^{**}		
V	.233 ^{**}	.830 [*]		.296 ^{**}		
V1	.123 [*]			.161 ^{**}		
V2	.144 [*]	-.165 ^{**}		.219 ^{**}	.225 ^{**}	-.209 ^{**}
V3	.274 ^{**}		-.149 [*]	.310 ^{**}	.185 ^{**}	-.159 ^{**}
** . Correlation is significant at the 0.01 level (2-tailed).						
* . Correlation is significant at the 0.05 level (2-tailed).						
High degree: If the coefficient value lies between ± 0.50 and ± 1 , then it is said to be a strong correlation.						
Moderate degree: If the value lies between ± 0.30 and ± 0.49 , then it is said to be a medium correlation.						
Low degree: When the value lies below ± 0.29 , then it is said to be a small correlation.						

Source: Own calculations

The primary statistical analysis confirmed that the gender gap, age, level of education, year of graduation, and work placement are independent variables in the context of finding experiment.

Along this lines, the gender gap is manifested in a low ratio of 1:1.47 in the medicine field, in education slowly moderated one 1: 5.92 and in social work by an absolute gender inequality of 1: 8.0 ratio. Overall, in the experiment participated 226 women and 61 men. The average age is 36.06, where the youngest respondents activate in medicine, but the age gap does not exceed 38.24 years. The age segment is ranged from 25 years to 55 years.

The frequency of the education level of 287 people participating in the experiment is (table 2):

- 17 respondents with secondary education (5.9% cumulative percentage), whichever 13 women and 3 men are from social work field and 1 woman from education.

- 119 respondents has achieved Licence level (41.5%), where 57 women and 8 men are from social work; 41 women and 10 men from education and 3 women from medicine.

- 53 achieved Master degree (18.5% cumulative percentage).

- 81 people finalised their Residentsip (28.2%), with gender distribution of 47 women and 34 men in the field of medicine.

- 17 has PhD (5.9%), in relation to professional fields three of them are women and two men from the professional field of medicine, and from education field 12 women succeed their PhD.

Table 4. Pearson correlation on the "Self" axis

Pearson Correlation	SD	AI	CP	CA	NAS	MS	NS	DE	DP
SD		.236**	.295**	.233**		.210**			-.142*
AI	.236**		.255**	.228**				.137*	.166**
CP	.295**	.255**		.760**		.268**		.249**	
CA	.233**	.228**	.760**			.260**		.211**	
NAS									-.152**
MS	.210**		.268**	.260**			-.161**		
NS						-.161**		.158**	.324**
DE		.137*	.249**	.211**			.158**		.339**
DP	-.142*	.166**			-.152**		.324**	.339**	
V		.183**							
V1									
V2		.120*							
V3		.189**							

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Pearson Correlation	V	V1	V2	V3	APB	EDS	COPSOQ
V		.676**	.823**	.830**		.117*	.228**
V1	.676**		.264**	.262**			
V2	.823**	.264**		.688**			.234**
V3	.830**	.262**	.688**			.133*	.265**

High degree: If the coefficient value lies between ± 0.50 and ± 1 , then it is said to be a strong correlation.

Moderate degree: If the value lies between ± 0.30 and ± 0.49 , then it is said to be a medium correlation.

Low degree: When the value lies below ± 0.29 , then it is said to be a small correlation.

Source: Own calculations

Another variable with the significance of $p < 0.001$ ascertained by the ANOVA method among sampling groups is the graduation year, which varies between 1975 (a woman in social work) and more than one respondent graduated in 2016:

- 4 women and 3 men from social work (Figure 4);
- 7 women and 2 men from the professional field of medicine.

Hence, it was identified that the person who graduated in 1975, has completed the secondary education level, is specialized in accounting and currently activate in the Soroca City as a community social worker in the Rudi village.

Also, an important factor influencing the professional balance which has been selected in our sampling, is the workplace length, it varies between one year and 38 years of work in the professional field. The work experience also shows the significance of $p < 0.001$ ascertained by the ANOVA method, between the sampling groups.

From statistical analysis of Pearson correlation (table 3), we can state that the professional field, age, gender, level of education, year of graduation, and workplace length have a high level of significance in relation to the "Self" axis, but it does not show significant correlation. This implies that the conditions for selecting the sample were met, and as evidenced are shown by the descriptive parameters of environments (Table 3). We also noticed a weak moderate positive trend between vitality and professional age; age, professional competence and entrepreneurial competence, vitality, health and education. These trends could be found in the specialised literature about burnout, stress and mental health.

The statistical analysis of the proposed model, of the "Self" data, identifies strong relationships with a significance threshold higher than 0.05, for most of them: low, moderate and high levels of significance (Table 4). Moderate or average levels of the Pearson coefficient demonstrate a highly positive ratio of Boico's professional burnout scale, such as self-complacency, emotional detachment, and depersonalization.

Our sample demonstrates a low negative inclination of motivation to achieve professional success towards self-complacency. The Health Scale correlates high with its subscales, and mostly with the vitality subscale, which confirms a strong positive relationship between general health, mental health and vitality.

5. Conclusions

The selection of the experimental groups was the respondents' profession: doctors, teachers and social workers. This choice was conditioned by three factors that can influence the relationship of the professional balance on the "Self-Self", "Self-Profession" and "Self-Environment", such as the existence of the human-human professional relationship, the high level of close communication with others, and the predisposition of the selected experimental groups to stress and burnout, as a first Gestalt approach that initially focused on a human-holistic environment and then expanded to the human relationship in-the-environment (Safarov, 2009, p.46).

Investigating the aspects of descriptive statistics revealed significant reports per sample between the professional field, age, gender, level of education, workplace length and graduation year.

It remains to investigate the aspect of the "Self" axis according to the geographical area of the respondents (rural and urban).

The analysis of the "Self" axis data validates the importance of the health scale and its subscales, such as general health, mental health and vitality in its relation to the professional balance.

The other scales (SD, AI, CP and CA) probably due to the complexity of their structure (need, motivation and talent) report a low correlation. And if we refer to each one, we note that they may be co-dependent on environmental factors such as:

- informational overload and professional mismatch in individual physical and mental abilities;
- rhythm and high demands on professional activities such as: the need for quick decision making and implementation;
- lack of information about what happened or other organizational issues, including the inappropriate work organization regime;
- working in shifts ;
- routine and high volume of intellectual work;
- time-limited terms and excessive overload of doctors, teachers and social workers,

- other factors.

These data prompt us to assume that a mistake would be that in the context of environmental fluctuations, professional redeployment of today's professional standards, the "Self" axis will have a more significant weight than other axes that influence the professional balance. And if we look in-depth, the human service sphere does not work in a homogeneous environment, but in one that brings with it a multitude of daily challenges and emergencies. The selection of qualified staff should focus on assessing and investigating all aspects of professional-related balance:

- not by a random work per day, but in time planned activities;
- not just because there are significant aspects that affect well-being such as age and age conditions, health, social status, financial situation, productivity, experience, training, and so on.

- not as a simple component of well-being balance, but as an important one which could affect the relational, emotional, legal / financial, psychic, and spiritual aspects

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