

# Focus on Self-Development and Self-Fulfillment in Psycho-Emotional Well-Being Structure of Adolescents

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**Abstract-**The research involved adolescents aged 14-17 years (190 people: 31 pupils from orphanage; 24 gymnasium students temporarily living in another city in isolation from family; 135 people living in a parent family). Psychological well-being of adolescents is closely related to the focus on self-development and self-fulfillment, which have their own specifics depending on living conditions, learning and development situation.

**Keywords-***self-development, self-fulfillment, psycho-emotional well-being, family situation of development, teenagers from orphanage*

## I. INTRODUCTION

Investigation of psycho-emotional well-being becomes particularly important in adolescence, in connection with active formation of personality (formation of a value orientations system, development of self-consciousness, reflection) and solution of self-determination and self-development tasks.

Questions of self-development are reflected in different psychological studies (L. A. Golovey, N. F. Golovanova, I. B. Dermanova, C. S. Carver; M. Lee; L. McCann). However, it must be admitted that there is no common understanding of this psychological phenomenon in modern scientific knowledge. In the framework of subject-activity approach, self-development is considered both as a process of subject of development formation, and as its purpose, when person is gradually transformed from the object into the subject of development. In anthropological approach, self-development is a conscious self-organization and self-management of a person through its development. Acmeological approach considers procedural (person's own work on himself) and effective (qualitative change in the psyche and personality) mechanisms of self-development. The generalized idea of self-development allows modern researchers to define it as a self-sufficient, along with the actual development, stage of qualitative changes in the person's life path [1].

Orientation on self-development as a need to solve important life problems is firstly vividly actualized in adolescence and is a significant factor in individual's

maturity, satisfaction with life and psychological well-being in general [2].

Self-fulfillment is the process of self-realization, realization of one's potential in material and spiritual reality. Within the framework of this article, self-fulfillment is understood as the process of objectification of person's inner essence in the life scale [1].

Self-fulfillment can manifest itself in different ways or variants. Literature analysis allows us to identify at least three ways of self-fulfillment: self-expression (as self-positioning), self-realization (realization of own potential) and self-transcendence (dedication) [3].

Self-expression is a way in which a person tests, or demonstrates, presents himself in different spheres (communication, activity, art, creativity, etc.).

Self-realization - productive use, application, implementation in external activities all of one's abilities, potentials, qualities, properties.

Self-transcendence is the focus of human existence on something that is not itself, on something or someone: whether it is another person or business. Psycho-emotional well-being as a psychological category also has no unambiguous interpretation. Analyzing different approaches, we can define it as a multidimensional and multifaceted phenomenon: emotional well-being (M. I. Lisina, A. D. Kosheleva, N. Bradburn, etc.), ability to regulate emotions (L. M. Abolin, P. V. Simonov and others), cumulative experience of success or failure of human functioning (L. V. Kulikov, R. M. Ryan, E. L. Disi, etc.), level of psychoemotional health (I. V. Dubrovina, L. V. Dmytro, etc.), subjective happiness (R. M. Shamionov, E. Diener, etc.).

Research analysis [4; 5] allows us to consider psycho-emotional well-being in adolescence as a subjective assessment of a person himself and his own life in connection with processes of self-development, personal growth and the level of emotional comfort in the family and outside the family.

As the basic components of psycho-emotional well-being can be identified: personal growth, realization of needs; balance of affective experiences; low anxiety; presence of goals; self-acceptance; developed self-knowledge; social competence; independence in own opinion; a sense of meaningfulness of life; feeling of happiness; satisfaction with life [6; 7; 8; 9].

Family has significant resources to provide its members with emotional comfort, psychological security and satisfaction with life in general [10]. Teenagers who are brought up in a parent family, but for various reasons are forced to live and study in isolation from their parents, often have difficulties in adaptation: inadequate application of habitual behavior algorithms, uncertainty of events, the occurrence of stress. An important factor of their psycho-emotional well-being is the educational environment, the interaction of adults who have temporarily assumed functions of the family, and communication with peers. There are public institutions of orphanages in Russia, in which children and adolescents, who lost their parent family for various reasons, live and are brought up. Children from orphanages are the most vulnerable category of adolescents in terms of their psycho-emotional health and well-being.

Purpose of the research: to identify features of correlations of psycho-emotional well-being parameters and focus on self-development in adolescents with different family status.

Research tasks:

1. the study of adolescents orientation on self-development;
2. the research of self-fulfillment ways in adolescence;
3. the analysis of psycho-emotional well-being parameters;
4. the study of correlations between indicators of focus on self-development and self-fulfillment and parameters of psycho-emotional well-being in adolescents with different family status.

Hypothesis: focus on self-development and self-fulfillment is ambiguously reflected in the feeling of psycho-emotional well-being and has special features in connection with the current family status of adolescents.

## II. RESEARCH DESIGN

The research involved respondents aged 14-17 years (31 pupils from orphanage-school; 24 teenagers who are separated from the family because of studying in another city in a prestigious multi-disciplinary gymnasium; 135 teenagers from high school students living in a parent family), a total of 190 people.

Method of research. The focus on self-development was studied using the results of a questionnaire with questions about the interest and importance of development in different spheres of life (in professional, educational, social,

spiritual and other areas, the scores ranged from 1 to 5). The questionnaire for identifying ways of self-fulfillment (self-expression, self-realization and self-transcendence) offers questions to assess them in two ways: the importance and achievements in these areas on a scale from 1 to 9 points, where 1 point is not important / does not work at all, and 9 is very important / very good. The scores for the three behavioral patterns were summed and an average score was derived in order to obtain a generalized assessment of the severity of one or another method of self-fulfillment. Parameters of psycho-emotional well-being were studied using the "Scale of psychological well-being", modified and adapted with the permission of the author K. Ryff; special questionnaire, diagnosing adolescents satisfaction with different aspects of their lives (study, extracurricular activities, recreation, romantic relationships, family relationships, etc.). on a scale from 0 to 10 points) and methods "Evaluation of mental activation, interest, emotional tone, tension and comfort" (N.A. Kurgan, T. A. Nemchin).

Mathematical and statistical data processing: descriptive statistics analysis, variance analysis and Spearman correlation analysis.

## III. RESULTS

Analysis of orientation on self-development showed that issues of professional self-determination are of the greatest interest and importance for all adolescents, reflecting the most important task of this age (interest 4.29 and importance 4.54 in orphans; 4.42 and 4.63 – in gymnasium students; 4,67 и 4,7 – in adolescents living in parent families). Adolescents living in a parent family are also focused on obtaining additional information in different areas of knowledge (4,37), on development of their abilities (4,0) and the search for goals in life (4,0). Gymnasium students living at the moment in isolation from the family, note the interest (3,88) and the importance (4,0) of the development of character and positive relations with the family (3,88 and 3,67, respectively). For orphan-teenagers the sphere of communication with peers is important (4,15) and interesting (4,14) and, at the same time the area of education, related to knowledge, is least important (3,54) and interesting (2,71) . The lack of interest in education, the discovery of their abilities, as well as its importance, significantly distinguish them from all adolescents who have parent family ( $p < 0.01$ ). At the same time, they are significantly more ( $p < 0.01$ ) than peers living in the family, are interested in their physical development (4,43 – orphans; 3,5 – gymnasium students; 3,13 – teenagers living in families).

The analysis of self-fulfillment features of adolescents showed their specificity in connection with the social situation. The most important way of self-fulfillment is self-realization of adolescents, both living in parental families (14,6) and temporarily separated from the family (22,67). Self-expression turned out to be significantly more important for children in the orphanage ( $p < 0.05$ ) than for

teenagers living in families (18.0). Adolescents of all groups do not distinguish self-transcendence among the priorities of their self-fulfillment and do not show a high desire for it. At the same time, gymnasium students who choose to study in another city and left the family, estimate their achievements in self-realization higher ( $p < 0.05$ ) than peers, including those living in parent families. And teenagers living with their parents have difficulties in the possibilities of self-realization.

The parameters of psycho-emotional well-being are represented by a set of indicators: satisfaction with different spheres of life as a cognitive indicator of well-being, habitual emotional states as an emotional component, as well as personal characteristics of psychological well-being.

There were no significant differences in the overall satisfaction with life between the groups, but the analysis of satisfaction with its various areas found that adolescents living in a parent family feel more comfortable and productive in the educational sphere ( $p < 0.05$ ) than their peers orphans. Satisfaction with learning in orphans and gymnasium students, forced to temporarily live away from their parents, has similar values. At the same time, orphans are more likely than other groups to assess satisfaction with rest ( $p < 0.01$ ), as well as involvement in extracurricular activities ( $p < 0.05$ ).

Investigation of usual emotional states showed that all indicators of psychic states are normal in adolescents from families: psychic activation (13,93), interest (10,37), emotional tone (9,17), tension (11,60), comfort (11,27). In adolescents living in isolation from the family, interest, emotional tone, tension and comfort correspond to the normative values (from 9 to 15 points), and the indicator of psychic activity is significantly reduced (16,42). The parameters of psychic activity, interest, stress in orphans are in the field of average values, while emotional tone (7.75) and comfort (8,29) have values higher than normative, and also higher, than in their peers from other studied groups ( $p < 0,01$ ). However, in orphan adolescents, despite the positive picture of their emotional states, the indicators are poorly differentiated, unlike other groups, which may indicate immature ideas about themselves, the inability to differentiate their feelings. The emotional background in gymnasium students is less positive ( $p < 0.01$ ) than that in orphans. Perhaps teenagers who choose to study in another city, despite the increase in educational status and the achievement of certain goals, experience serious emotional discomfort due to changes in the usual way of life and the lack of direct family support.

The study of personal aspect of psychological well-being (K. Ryff) revealed that adolescents from families are characterized by the presence of goals in life (11,27) and a focus on personal growth (11,97). In gymnasium students there is a focus on personal growth (11,29) and the desire for positive relationships with others (10,42 points). Pupils from the orphanage demonstrate commitment to goals (10,3) and autonomy (10,13). At the same time, the Student's t-test comparative analysis showed the accuracy of differences ( $p$

$< 0.05$ ) between adolescents living in their families and orphans in orientation to personal growth (self-improvement, realization of their potential and openness to new experience), which is higher in family adolescents. There were no significant differences in other personal parameters of psychological well-being.

Interest in self-development and awareness of its importance, as well as the parameters of self-fulfillment were closely included in the structure of psycho-emotional well-being in adolescence.

Thus, in adolescents living in the family, all the parameters of self-development are included in the structure of psycho-emotional well-being (personal and professional development, education, family relations, leisure and extracurricular activities, aesthetic and moral development). Moreover, all the links are positive, showing that the manifestation of interest in different areas of development and understanding of its importance, contribute to the improvement of psycho-emotional well-being. The most important indicators of psycho-emotional well-being, providing orientation on self-development in this group, were competence, focus on life goals, personal growth and positive relationships with others, as well as emotional tone, interest in the environment and internal comfort. The only one correlation was found with self-fulfillment – between competence in life and the success of self-expression, which at the same time is not a priority among the parameters of self-fulfillment of adolescents in this group.

In the set of correlations of parameters in adolescents, who arrived to study in prestigious gymnasium in other city (separated from a family), both indicators of a focus on self-development, which are largely integrated with parameters of an emotional component (psychic activation, interest and tension), and such indicators of self-fulfillment as self-realization and the self-transcendence testifying to their greater personal maturity in comparison with peers in other groups are included in structure of psycho-emotional well-being. Personal autonomy is a key indicator for their self-fulfillment. Autonomy and self-acceptance contribute to success in self-realization. Autonomy together with psychic activation helps to understand the importance of self-transcendence and a success of its realization. At the same time autonomy prevents the manifestation of the simplest form of self-fulfillment – self-expression.

The focus on self-development and self-fulfillment is ambiguously correlated with psycho-emotional well-being in the group of orphans. Thus, low self-acceptance, a sense of incompetence and insolvency are correlated with increased interest in self-development, as well as with an understanding of the importance of self-development and self-fulfillment

In general, correlation analysis in groups studied shows that the inclusion of indicators of self-fulfillment in psycho-emotional well-being of adolescents is ambiguous and sometimes contradictory, revealing both direct and indirect correlations. Perhaps self-fulfillment, already manifested in

adolescence, is still difficult for teenagers, and this makes them uncomfortable in their perception of their life and attitude to it.

#### IV. SUMMARY AND CONCLUSIONS

Thus, in general, modern adolescents can be considered prosperous. However, the analysis of separate parameters of psycho-emotional well-being allows us to highlight its specificity in actual life situation.

Processes of self-development and self-fulfillment are closely related to the level of psycho-emotional well-being in adolescence. We also see that decrease in the level of psycho-emotional well-being is not always a negative phenomenon, it can be associated with the formation of new values, beliefs, goals that just contribute to personal development.

The research allows to draw the following conclusions:

1. Adolescents of all groups are aware of the importance of self-development (as a cognitive component of self-development), and show interest in it (as an emotional component). The choice of professional path was the most pronounced component of self-development in adolescents. Moral and aesthetic issues of development are of little concern to adolescents. However, the focus on self-development is specific in connection with the current family status of adolescents. The most interesting and important for teenagers living in a family is to plan their lives, choose a suitable profession, to engage in additional self-education. Gymnasium students, temporarily separated from their parents, are interested both in their own personal development and maintaining relationships with their close people and also they mark it as important. Pupils from orphanages note the interest and importance of their physical development and relationships with peers.

2. The analysis of self-fulfillment peculiarities in adolescents showed their specificity in connection with the family situation. For teenagers, both living in parents families and temporarily out of the family, the most important way of self-fulfillment is their own self-realization. Self-expression is more important for adolescents from orphanage: to be different in appearance, to show their dissimilarity to others.

3. General parameters of psycho-emotional well-being of adolescents and the factors associated with their current family status are revealed. A desire for personal growth is a serious resource for maintaining and improving the psycho-emotional well-being of adolescents. Differences in the structure manifested in the fact that the most important role in adolescents from families plays the orientation on personal growth, in gymnasium students – focus on positive interpersonal relationships, and in orphan adolescents - the desire for autonomy. The emotional state of adolescents, living with their parents, is characterized by stability and a general positive mood background. High self-esteem of psychic states in adolescents from orphanages, apparently, may reflect a protective reaction to the situation, as well as

unwillingness to leave the "comfort zone", i.e. acceptance of the situation, perhaps not always really comfortable, but familiar and predictable. Gymnasium students, who are separated from their families, feel less comfortable and more tense. Apparently, the situation of living far away from close people has a serious impact on their emotional state. In general, the results showed that a prerequisite for the psycho-emotional well-being in adolescents is not just the presence of a family, but living together with the family.

4. The analysis of investigated parameters correlations reveals complexes of indexes of orientation on self-development and self-fulfillment, promoting or resisting psycho-emotional well-being in teenagers in connection with the actual family status. Psycho-emotional well-being has many correlations with the parameters of self-development in adolescents, living in the family. It should also be noted that correlations of psycho-emotional well-being are revealed only with parameters of such way of self-fulfillment as self-expression: the better it turns out to look and act originally, unlike others, the more skillful and competent teenagers feel themselves. Psycho-emotional well-being is correlated with such methods of self-fulfillment as self-realization and self-transcendence in the group of adolescents who are separated from the family, while simpler methods (external self-expression) are factors that do not bring a sense of their own well-being. Such integral parameters of psychological well-being, as the focus on personal growth, the realization of potential, openness to new experience were the most closely related to the peculiarities of self-fulfillment in adolescents from the orphanage. Moreover, it is worth noting that awareness of the importance of self-fulfillment reduces these indicators.

The results of the study may be useful for development of psychological support programs for adolescents, their parents or their surrogates, in order to form or correct life plans, set goals, find ways and possibilities of personal development and improve psycho-emotional well-being.

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