

CHANGES IN THE PROFESSIONAL ACTIVITY OF AN ADULT IN WAR CONDITIONS: MOTIVATIONAL ASPECT

ЗМІНА ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ ДОРΟΣЛОЇ ЛЮДИНИ В УМОВАХ ВІЙНИ: МОТИВАЦІЙНИЙ АСПЕКТ

The paper is devoted to the problem of changing professional activities, which has become particularly relevant since the beginning of the full-scale military invasion of Ukraine by the Russian Federation. Many people appeared in new difficult circumstances, lost their jobs, and needed to retrain or change the direction of their professional activities which requires awareness of their own needs and capabilities, understanding of their strengths and weaknesses for successful adaptation, effective work activity, and quality of life. There is a need to study the peculiarities of the motives that influence a person's decision to change their professional activity.

The success of a person's professional activity is determined by his or her motivation for his or her personal professional development. Motivation, as a psychological factor, is a means of self-development, self-improvement and self-realization of the individual. The motivation of a person to change his or her professional activity performs motivational, organizational, regulatory, and corrective functions. Development in adulthood continues and changes in accordance with the way a person's life and professional events are realized and comprehended, how the priorities change, and how a person feels about what he or she can be. Professional activity in the framework of this study is considered as a purposeful multi-stage activity of a person to create meaningful motives, and value orientations concerning the results of a professional product.

In order to study the content of the motivational sphere of the subjects, the principal component analysis was applied. As a result, three factors have been identified: the first (main) factor is represented by the variables: task orientation, extrinsic negative motivation, self-orientation, and communication orientation. The second factor includes the variables: intrinsic motivation, extrinsic positive motivation, and self-orientation, which indicates a set of constructive motivational dispositions. The third factor includes motivation to achieve success and motivation to avoid failure. The content of this factor is quite explicit because the motivation to achieve success and to avoid failure are two opposite tendencies that can be combined in different configurations.

The study concluded that the motive for changing activities is a factor that includes extrinsic negative motivation, as well as a number of factors that indicate that the change in activities is dictated not by constructive motives, but by possible psychological discomfort. This conclusion is confirmed by a minimal focus on self, communication, etc. The motivational sphere of adults who have changed their profession is defined in the confrontation between intrinsic and extrinsic motivation and the association of activities with extrinsic (in particular, negative) motivation.

Key words: professional activity, change of profession, motivation of professional activity, extrinsic positive motivation, extrinsic negative motivation, adult personality, factor analysis.

Стаття присвячена проблемі зміни професійної діяльності, яка з початком повномасштабного військового вторгнення на територію України з боку РФ набула особливої актуальності. Багато людей опинились в нових складних обставинах, втратили роботу та потребували перекваліфікації або зміни напрямку в професійній діяльності, що вимагає усвідомлення власних потреб та можливостей, розуміння слабких та сильних сторін для успішної адаптації, ефективної професійної діяльності та якісного життя. Виникає необхідність вивчення особливостей мотивів, що впливають на рішення людини змінити професійну діяльність.

Успіх професійної діяльності людини детермінується його мотивацією до власного професійного розвитку. Мотивація, як психологічний чинник, виступає засобом саморозвитку, самовдосконалення та самореалізації особистості. Мотивація особистості до зміни професійної діяльності виконує спонукальну, організаційну, регуляторну та корегувальну функції. Розвиток в дорослому віці продовжується та змінюється відповідно того як відбувається усвідомлення та осмислення життєвих і професійних подій, змінюються пріоритети, наскільки людина відчуває те, ким вона може бути. Професійна діяльність в межах даного дослідження розглядається як цілеспрямована багатоступенева активність людини щодо формування смислоутворюваних мотивів, ціннісних орієнтацій відносно результатів професійного продукту.

З метою вивчення змісту мотиваційної сфери досліджуваних застосований факторний аналіз методом головних компонент. У результаті виділено три фактори: перший (головний) фактор представлений змінними: спрямованість на справу, зовнішня негативна мотивація, спрямованість на себе та спрямованість на спілкування. Другий фактор увібрав у себе змінні: внутрішня мотивація, зовнішня позитивна мотивація та спрямованість на себе, що свідчить про набір конструктивних мотиваційних диспозицій. До третього фактору увійшли мотивація до успіху та мотивація уникнення невдач. Змісто́ве наповнення даного фактору має доволі експліцитне значення, адже мотивація до успіху і уникнення невдач є двома протилежними тенденціями, які, проте, можуть поєднуватись в різних конфігураціях.

В результаті проведеного дослідження дійшли висновку, що мотивом до зміни діяльності виступає фактор, що включає зовнішню негативну мотивацію, а також низку чинників, які свідчать, що зміна діяльності продиктована не конструктивними мотивами, а можливим наявним психологічним дискомфортом. Про це свідчить мінімальна спрямованість на себе, на спілкування та інше. Мотиваційна сфера людей дорослого віку, які змінювали професію визначається у протилежності внутрішньої і зовнішньої мотивації та асоціації діяльності із зовнішньою (зокрема негативною) мотивацією.

Ключові слова: професійна діяльність, зміна професії, мотивація професійної діяльності, зовнішня позитивна мотивація, зовнішня негативна мотивація, особистість дорослого віку, факторний аналіз.

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Introduction. Rapid societal changes require awareness of a person's needs and capabilities, understanding the weaknesses and strengths for successful adaptation, effective professional activity, and a quality life. This problem became especially urgent with the beginning of a full-scale military invasion of Ukrainian territory by the Russian Federation, when many people found themselves in new difficult circumstances, lost their jobs, and required retraining or a change in profession.

It has been studied that changes in professional activity during the war reduce the psychological and psychophysiological stability of a person, negatively affecting the state of health and well-being. At the same time, optimistic assessments of one's life and professional prospects are interrelated with an increased level of professional stability, self-efficacy, and professional growth.

The development of an adult is a long-term process of forming professional and life strategies, mastering social and professional roles, and the possibility of personal self-realization [5]. Development in adulthood continues and changes according to how awareness and understanding of life and professional events take place, how priorities are changed, and how much a person feels about what he or she can be. Therefore, professional activity within the scope of this study will be considered as a purposeful multi-stage activity of a person regarding the formation of meaningful motives, as well as value orientations regarding the results of a professional product.

The professional activity of an individual is directly dependent on motivational influence, and the presence of a formed, stable, and conscious motivation is an important condition for predicting professional activity and self-realization in adulthood [1; 7]. Thanks to many domestic studies [2], the important role of motivation features in choosing or changing professional activity (B. Barchi), and the professional formation processes of a modern specialist (O. Kokun), as well as stability and adaptation of a specialist when mastering a specialty (N. Mosol, L. Serdiuk) has been determined. There was also formed an idea about the features of the motives transformation in the process of professional reorientation of the individual (D. Zakatnov, G. Lozhkin, T. Tytarenko, B. Fedoryshyn) in the context of personality maturity (L. Absalyamova), and the psychological features of professional reorientation of an adult were considered (O. Rudnieva).

Main material presentation. In domestic literature, the change in the professional activity of an adult is studied in the context of personal and professional development. Together with the concept of "change of profession",

the concepts of "motivation", "personal orientation", "self-determination", "identity", "coping strategies", "job loss", "crisis", "personal self-development", "adaptation" are considered in the scientific plane.

The study of the changing professional activity issue allows us to single out the accents that accompany an adult:

- self-determination of the individual as an integration process of the personal narrative and modern realities;

- living and professional space, as a form of personal and professional identity affirmation;

- self-development of the individual in difficult conditions, as the intersection of internal and external resources, the formation of a system of knowledge and values, and as a result – the creation of an individual who is able to be active and act in all directions, which is based on the understanding of one's own identity.

It is important to study the life strategies of the individual in the context of professional changes during the war. Thus, O. Kokur in his research showed that almost 80% of respondents got experienced life changes: starting with forced relocation from permanent residence within Ukraine to participation in hostilities. At the same time, 37.2% experienced forced negative professional changes during the war; 26.3% stated that they lost their job without the possibility of finding a new one [3]. The situation of changing professions due to job loss needs, on the one hand, personal adaptation to new conditions, and on the other hand, finding ways of constructive strategies to get out of difficult situations, which requires a person's ability to temporal mobilization of mental resources. The adaptation strategies of a person who has lost his job include the following [4]:

It is difficult to overestimate the importance of using constructive adaptation strategies for a person in war conditions, because they create a vector of life prospects. Optimistic assessment by a person of his or her life prospects increases the level of psychophysiological stability, professional life stability, self-efficacy, and post-experience growth, and the number of PTSD symptoms and somatic complaints is drastically reduced [3]. A decrease in the number of PTSD symptoms and somatic complaints is also noted along with an increase in the level of education, and therefore, retraining, upgrading qualifications, and obtaining a new profession can affect the increase in the level of psychological stability. Conversely, increasing psychological stability creates conditions for more constructive ways of overcoming crises.

An appeal to the works of motivation researchers (O. Vynoslavska, L. Karamushka, V. Semenchenko, M. Tkalych, etc.) reveals that if there is no motivation, then other positive

Table 1

Adaptation strategies of a person who lost job

Non-constructive adaptation strategies	Constructive adaptation strategies
Accepting the situation of job loss, which is a consequence of the country's policy, and therefore joining the fight against the country	Using the reputation from previous work, involving an individual's social environment in the job search
The situation of job loss is perceived as an opportunity to rest; this tendency increases with age	Understanding own abilities, opportunities, and directions, summarizing one's own experience for competitiveness in the labor market
The situation of job loss increases activity in other areas of life: family, hobbies, switching attention to a person's health, etc.	Searching for new opportunities and prospects for a new job hunting
Defensive behavior, refusal of activity, overlapping in memories, as a result - a decrease in activity in the search for a new job	Readiness to change work, profession, training, and retraining
Active job search without awareness of own behavior, desires, and opportunities, as well as the consequences of this behavior; agreeing to any offer, resulting in dissatisfaction and disappointment	Consideration of a vacant position slightly lower than the one the person previously held and willingness to take it

components of the professional development of the individual (professional skills, abilities, desire to improve professional knowledge) are leveled. Positive professional motivation can act as a factor in compensating for the lack of special skills, and negative motivation is not filled even with a high level of their development. Therefore, the active development of professional competence occurs only if the peculiarities of motivation for professional improvement and the fullest self-realization of the individual are studied.

Adulthood is rich in the professional aspect of self-realization. It is during this period that a person makes professional self-determination and, having significant professional experience, achieves professionalism in it [7]. Professionalism is a systemic quality of a person. It is a high level of mastery of professional activities, the introduction of individual achievements into the profession, and the stimulation of interest in society to the work of a person. The structure of professionalism is divided into three components: operational, motivational, and semantic. The operational component is the qualification knowledge, skills and abilities, and professional competence is the result of its functioning. The motivational component focuses on the motives of activity that are relevant to the individual and is localized in the professional orientation. The semantic component, which forms the professional's "self-concept" and professional self-esteem, is manifested through professional self-awareness. Therefore, when considering the change of professional activity in adulthood, it is necessary to take into account the presence and influence of the three-component structure on the choice of profession.

In adulthood, when a person creates, he or she enjoys the process of creativity and begins to understand the meaning of his or her existence. In this context, it is advisable to consider the motives of the professional activity of an adult.

The classification of the motives for choosing a profession was made by E. Chuhunova, who identified three types of professional motivation. The first type is the dominant type of professional motivation, which is responsible for a strong interest in the profession. Interests are subjectively manifested in the positive emotional tone that the process of cognition acquires, in the desire to get to know the object that has gained significance, to learn more about it, and to understand it. The second type is a situational type of professional motivation. It determines how everyday circumstances affect a person, and they are not always aligned with the interests of the person. The structure of situational motivation includes economic family circumstances characterized by acute urgency. The third type is the conformist type of professional motivation, an important feature of which is the impact of the immediate social environment on a person [8]. Almost all views on the motivation of professional activity are carried out through internal and external incentives and needs. Thus, Zamfir K. defines intrinsic motivation, extrinsic positive motivation, and extrinsic negative motivation. It should be noted that there is no direct correlation between motivation and the final result of labor activity. Sometimes an employee who is focused on the quality of the work assigned to him or her may have worse results than an insufficiently motivated one.

The choice of professional activity in adulthood is defined in terms of a repeated attempt at professional self-determination. According to V. Odyntsova [6], there are two stages of studying the process of re-choice of professional activity, depending on the nature of the individual's activity. The first approach refers to a forced change of profession caused by changes in the circumstances of a person's life beyond his or her control, which is a manifestation of personal activity to restore balance in the system of professional activity,

as a way out of a professional crisis. According to another approach, a new professional choice is seen as a manifestation of a person's activity for personal and professional development as a desire to expand the scope of application of his or her abilities, to change the professional image of "self".

The study of career change in wartime should be considered in the context of professional resilience, which is closely and positively related to self-efficacy. Kokun O. M. defines professional resilience as a systemic personal and professional property that is formed in the process of professional development and is determined by a certain level of professional involvement, acceptance of "professional challenges", the ability to withstand adverse circumstances and professional maladjustment, health disorders, ensuring personal and professional growth [3].

Thus, the realization of a person's professional activity is determined by the entire set of motives that influence him or her throughout life. The motives of professional activity lead to the formation of the motives for choosing a profession, and the latter leads to the motives for choosing a job. To predict professional activity in adulthood, one must have a formed, strong and meaningful motivation. Professional motivation determines a person's activity, defines its direction, and allows adults to identify new ways of further development and self-realization, which ensures their adaptation to the modern world. The development of motivation is associated with creating conditions for awakening a person's motives, a motivational environment enriched with stimuli, in which the motives of adults are actualized.

An analysis of modern research on the problem of motivation for the professional development of a personality allows us to conclude that psychologists of different schools are engaged in its development. However, the problem of studying the peculiarities of motivation to change professional activities in adulthood during the war period is not sufficiently studied and needs to be considered for different types of professional activities.

The object of the study is the professional activity of an adult.

The subject of the study is the psychological peculiarities of motivation to change an adult person's professional activity in a war situation.

The main purpose of the article is to study the peculiarities of motivation to change the professional activity of an adult in a war situation. The tasks of the study are: 1) to carry out a theoretical analysis of the problem of motivation to change the professional activity of adults; 2) to conduct an empirical study of motivation to change the professional activity of an adult person.

The study is based on data obtained from a survey of a sample of respondents who, due to various circumstances, had to change their professional field of activity.

The variables for the mathematical and statistical analysis were represented by the scales of the following methods: diagnostics of motivation to succeed, diagnostics of motivation to avoid failure by T. Ehlers; methodology for determining the motivation of professional activity by K. Zamfir (modified by A. Rean); methodology for diagnosing professional orientation by B. Bass.

The study also used a questionnaire to understand whether the choice of the first education was the respondent's own choice, what motivated people in choosing a profession, whether it is necessary to obtain another education when changing careers, what attracts them to the new profession, and whether, in addition to professional qualities, certain psychological ones are required.

The obtained array of empirical data is subject to quantitative and content analysis. Mathematical and statistical data processing and graphical presentation of the results were carried out using the IBM SPSS Statistics 24 software package. The following methods of descriptive statistics were used: frequency analysis (determination of measures of central tendency and measures of variability); correlation analysis; and factor analysis.

There were 57 respondents involved in the study, including 43 women and 14 men (24.6% and 75.4%, respectively). They all changed their careers due to certain circumstances. The age of the respondents ranged from 27 to 56 years. The average age of the respondents was 40 years, with a standard deviation of 6.02, which means that the group of respondents consisted of representatives of different age groups, however, we are dealing with respondents who are quite mature in terms of personality. The work experience of the respondents varies from 0 to 30 years with an average of $\mu=13.8$ years and a standard deviation of $\sigma=7.5$. This, on the one hand, indicates the heterogeneity of the sample, and on the other hand, allows us to cover a wide range of psychological characteristics. 91.2% of respondents have a university degree. The rest have specialized pre-higher education and secondary education (3.5% and 5.3%, respectively).

The study summarizes the results of a survey of respondents on the reasons for choosing a career. We can state that the motive of being in demand dominates the other motives for choosing a profession; at the same time, the motives for obtaining other education include broadening one's horizons and, accordingly, realizing talents and abilities.

The results of the diagnostics of motivation to achieve success and motivation to avoid failure (T. Ehlers) show that the sample includes subjects with both – motivation achieve success and motivation to avoid failure. According to the data obtained from the B. Bass' Professional Orientation Diagnostic, it turned out that the leading type

Table 2

The results of the correlation analysis of the peculiarities of the respondents' motivational sphere

	Motivation to achieve success	Motivation to avoid failures	Self-orientation	Communication orientation	Task orientation	Intrinsic motivation	Extrinsic positive motivation	Extrinsic negative motivation
Motivation to achieve success	1,000	-,230	,112	-,072	,084	,095	,133	-,061
	.	,085	,407	,595	,533	,484	,323	,654
Motivation to avoid failures	-,230	1,000	,005	-,156	,056	-,097	,124	,399**
	,085	.	,971	,246	,678	,472	,358	,002
Self-orientation	,112	,005	1,000	,012	-,665**	,181	,107	-,138
	,407	,971	.	,927	,000	,178	,428	,306
Communication orientation	-,072	-,156	,012	1,000	-,704**	-,041	-,266*	-,299*
	,595	,246	,927	.	,000	,763	,045	,024
Task orientation	,084	,056	-,665**	-,704**	1,000	-,073	,104	,235
	,533	,678	,000	,000	.	,588	,442	,079
Intrinsic motivation	,095	-,097	,181	-,041	-,073	1,000	,304*	-,077
	,484	,472	,178	,763	,588	.	,021	,569
Extrinsic positive motivation	,133	,124	,107	-,266*	,104	,304*	1,000	,500
	,323	,358	,428	,045	,442	,021	.	,034
Extrinsic negative motivation	-,061	,399**	-,138	-,299*	,235	-,077	,500**	1,000
	,654	,002	,306	,024	,079	,569	,000	.

of professional orientation of the respondents is task orientation ($\mu=34.9$), with slightly lower rates – for communication and self-orientation ($\mu=28.0$ and $\mu=27.0$, respectively). According to K. Zamfir's methodology for diagnosing the motivation of professional activity, it was determined that all types of motivations have equal indicators and correspond to medium and high levels, in particular, intrinsic motivation is characterized by the highest degree of expression ($\mu=3.89$).

Since the purpose of the empirical study was to find out the psychological characteristics of motivation to change the professional activity of adults, an attempt was made to study the internal interdependence of the motivational sphere of respondents using correlation analysis. The empirical data were tested for normality of distribution using the Kolmogorov-Smirnov criterion, based on which a non-parametric measure of statistical dependence, the Spearman rank correlation coefficient, was chosen for further work.

As can be seen from Table 2, motivation to achieve success has no correlates among the analyzed variables, while motivation to avoid failure is directly correlated with extrinsic negative motivation ($r=0.399$, $p=0.002$). Task orientation is significantly inversely correlated

with self-orientation ($r=-0.665$, $p=0.00$) and communication orientation ($r=-0.704$, $p=0.00$). This indicates that task orientation and self-orientation, and/or communication are on different sides of the individual's motivational continuum, partially excluding each other.

Communication orientation is equally related to both extrinsic positive motivation ($r=-0.266$, $p=0.045$) and extrinsic negative motivation ($r=-0.299$, $p=0.024$). However, as can be seen from the coefficients, these relationships are rather weak. Similarly, intrinsic motivation correlates with extrinsic positive motivation ($r=0.304$, $p=0.021$).

Thus, when changing professional activities in adulthood, we can emphasize the presence of several contradictions in the motivational sphere of the respondents included in the sample.

In order to clarify the study of the content of the motivational sphere of the respondents, we applied the principal component analysis. As a result of the factor analysis, three factors were identified, which together account for 66.9% of the variance. The correlations with a value of >0.500 were taken into account as significant. The results of the data factorization are summarized in Table 3. As a result, three factors were identified, explaining 30.7%, 19.8%, and 16.3% of the variance, respectively.

Table 3
The structure of the motivational sphere of personality (based on a sample of respondents who changed their professional field)

Factor load	Variables that form the factor
30,7%,	task orientation (0,887), extrinsic negative motivation (0,657), self-orientation (-0,457) and communication orientation (-0,803).
19,8%,	intrinsic motivation (0,609), extrinsic positive motivation (0,764) and self-orientation (0,573).
16,3%	motivation to achieve success (0,716) and motivation to avoid failures (-0,633)

The first, the main, factor (30.7% of the variance) is represented by the variables: task orientation (0.887), extrinsic negative motivation (0.657), self-orientation (-0.457) and communication orientation (-0.803). It is noteworthy that this factor included elements of both intrinsic and extrinsic motivation with the opposite sign. And the focus on task and extrinsic negative motivation are associated with the main factor by high coefficients. Thus, we can assume the presence of a certain latent factor (we do not observe it directly), which in turn unites them and associates professional activity with extrinsic negative motivation. For example, this may be the motivation to change jobs. It (motivation) can be strongly related to task orientation (desire to achieve, etc.), negative motivation (avoidance of failure), and inversely correlated with self-orientation ("I" is ignored) and communication orientation. That is, as we can see, in this configuration, this factor is characterized by rather strong motivational impulses, although the psychological comfort of the individual is questioned. Therefore, this is what can serve as a major factor in changing professions in adulthood.

The second factor includes the following variables: intrinsic motivation (0.609), extrinsic positive motivation (0.764), and self-orientation (0.573). Focusing on the content of the scales covered by this factor, we can confirm a set of constructive motivational dispositions.

The third factor includes motivation to achieve success (0.716) and avoid failure (-0.633). The content of this factor is quite explicit. After all, motivation to achieve success and avoidance of failure are two opposite tendencies that can be combined in different configurations.

As a result of the study, it can be noted that the motive for changing activities is a factor that includes extrinsic negative motivation, as well as some factors which indicate that the change of activities is dictated not by constructive motives, but by possible psychological discomfort. This is evidenced by a minimal focus on self, communication, etc. The motivational sphere of adults who have changed their profession is defined in the confrontation between intrinsic and extrinsic motivation and the association

of an activity with extrinsic (in particular, negative) motivation.

Conclusions. The motivational sphere of adult career changers is characterized by several contradictions, which consist of the confrontation between intrinsic and extrinsic motivation, as well as the association of activities with extrinsic (in particular negative) motivation. The motive for changing an activity is a factor that includes external negative motivation, as well as a number of factors that indicate that the change of activity is dictated not by constructive motives, but by possible psychological discomfort (as evidenced by minimal focus on self, communication, etc.).

Thus, further work is aimed at increasing the level of intrinsic professional motivation, at the ability to identify one's needs and personal values, developing motivation to achieve success, and mastering one's own characteristics that can both destroy and revive professional activity. Expanding personal awareness and improving communication competence helps to activate personal motives and understand the personality and aspirations in professional activities.

The questionnaire used in the study revealed that among the motives of adult respondents for choosing a profession, the demand motive dominated. Among the motives for obtaining other education – is the broadening of horizons and, accordingly, talents and abilities realization.

Further scientific research can be aimed at determining the value and meaning component in the change of professional activity of an adult individual.

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