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The relationship between self-esteem, autonomy and vocational interests

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Abstract. The profession is a complex of theoretical knowledge and practical skills that define one's training. Expectations for a profession are structured around income, safety, satisfaction, assertion, prestige, working conditions and other elements (influence, responsibility, freedom, etc.) (Jurcan, 2005). Forms of educational choice freely and consciously involve a mature student in intellectual, affective-motivational terms. This choice must be made according to the personality characteristics of the students, with talents, abilities, educational interests and values.

Keywords. self-esteem relationship, autonomy, vocational interests

1. Motivation and interests

Motivation is the reason for people's actions, desires and needs. Motivation is also the direction of a behavior, or what causes a person to want to repeat a behavior (Pardee, 1990). The reason is what causes the person to act in a certain way or at least to develop an inclination towards a specific behavior.

According to Maehr and Meyer, "Motivation is a word that is part of popular culture, as are some other psychological concepts" (Maehr & Mayer, 1997, p. 44).

Motivation theories can be classified on a number of bases:

- Natural vs. Rational: based on the fact that the underlying theory of human knowledge is based on natural forces (drives, needs, desires) or a kind of rationality (instrumentality, meaning, self-identity).

- Content vs. Process: depending on whether the emphasis is on content ("what" exactly motivates) vs. the process (how motivation takes place).

Motivation can be conceived as a cycle in which thoughts influence behaviors, behaviors determine performance, performance affects thoughts, and then the cycle begins again. Each stage of the cycle is made up of several dimensions, including attitudes, beliefs, intentions, effort, and withdrawal, which can all affect an individual's motivation. Most psychological theories state that motivation exists only within the individual, but socio-cultural theories express motivation as a result of participation in actions and activities in the cultural context of social groups (Drillings, O'Neil & Novack, 2012).

The natural system assumes that people have higher needs, which does not fit the rational theory, which suggests that people do not like work and respond only to rewards and punishment. According to McGregor's Y theory, human behavior is based on satisfying a hierarchy of needs: physiological, safety, social, ego-based needs, and self-fulfillment (McGregor, 1960).

Physiological needs are the lowest and most important level. These basic requirements include food, rest, shelter and exercise. After meeting physiological needs, employees can focus on safety needs, including "protection against hazards, threats, loss of life" (McGregor, 1960).

While many theories of motivation have a mental perspective, behaviorists focus only on observable behaviors and theories based on experimental evidence. From the point of view of behavior, motivation is understood as a question about what factors cause, prevent different behaviors, while the problem, for example, of conscious motives would be ignored.

If others speculate about values or needs that cannot be directly observed, behaviorists are interested in observable variables that affect the type, intensity, frequency, and duration of observable behavior. Through the basic research of such scientists as Pavlov, Watson and Skinner, several basic mechanisms governing behavior have been identified. The most important of these are classical conditioning and operant conditioning.

Motivation, in a broad sense, expresses the fact that the basis of human behavior is always a set of motives - needs, attractions, emotions, interests, intentions, ideals - that support the achievement of certain actions, facts or the expression of certain attitudes and opinions.

For N. Sillamy, motivation is a set of dynamic factors that determine an individual's behavior (Sillamy, 1996).

Interests and motivations were an important field of study for educational psychologists. The field is of interest to all those who would like to increase their academic performance and who recognize that not much can be done about innate abilities. In this field, interest is defined as an interactive relationship between the learner and his or her environment - or aspects of it, including objects, events, and ideas. (Krapp, 2003)

Researchers have observed and theorized the structural and dynamic aspects of the phenomenon, but it seems that there are few who question the very notions of interests and motivations. However, there are critical psychologists who, relating the field of psychology to the cultural-historical development of society, show that the phenomenon of interests and motivations supports leadership relationships that try to make others (for example, students) do what they do not want. normally (Holzkamp-Osterkamp, 1975).

2. Skills and interests

An aptitude is an innate ability or an ability to learn to do a certain type of work. Skills can be physical or mental. Many of them have been identified and tested.

Freeman (1971) defined fitness as a combination of characteristics that indicates an individual's ability to acquire (through training) certain specific skills of knowledge or a set of organized responses, such as the ability to speak a language, to become a musician. , to do mechanical work.

According to this definition, fitness is a special tendency, due to a special neural or muscular organization owned by the individual.

It is difficult to say whether a certain skill is a product of heredity or the environment. For example, a person who has a singing ability would have been born with a melodious voice, while another person brought in the company of singers can develop their ability to sing.

Therefore, it is better to say that fitness is the result of both heredity and the environment.

People differ from each other in the way they act. The same actions are performed by different subjects at a different quality level, with a different efficiency. All people can perform different and different activities. But the quality is interesting. Ability is always demonstrated by success in activities. Any activity is performed with the help of means or tools. These are psychomotor tools, intellectual structures, psychic functions and sub-processes. Skills are highly developed subsystems or operational systems that mediate performance in the business (Popescu-Neveanu, 1977).

Some authors show that skills are traits that involve innate predispositions, based on a certain structure of the nervous system and that allow the successful performance of specific activities.

Ed. Claparede considers that they allow the differentiation between individuals when we look at them in terms of performance, at the same level of education (Sillamy, 1996).

Viewed in this way, skills can be easily confused with abilities that are, however, different. Capabilities also guarantee the successful performance of motor or mental operations, but they only indirectly reflect the degree of development of the appropriate skills, because they depend very much on exercise.

Ability is aptitude plus learning and improvement through exercise. Ease of learning and the superior quality of the execution of a task are two of the indications that indicate the presence of specific skills.

3. Research objectives

Identify the degree of self-esteem as a condition in the sample participants.

Identifying the relationship between self-esteem and the entrepreneurial type

Identifying the relationship between self-esteem and autonomy.

4. Hypotheses

Hypothesis 1 - It is assumed that there are **significant differences in terms of vocational interests**, depending on the chosen profile.

Hypothesis 2 - It is assumed that there is a **positive correlation between self-esteem as a state and the entrepreneurial / entrepreneurial type**.

Hypothesis 3 - It is assumed that there is a **positive correlation between self-esteem as a state and autonomy**.

5. Tools used

The method used in this paper was the survey based on two questionnaires: the Self-Esteem Measurement Scale and the IEC Interest Assessment Questionnaire.

6. Research participants

The study involved students from the Faculty of Arts, the Faculty of Law and the Faculty of Psychology, 90 in number, of which 69 were female and 21 were male.

7. Analysis and interpretation of results

Hypothesis 1 - It is assumed that there are significant differences in terms of vocational interests, depending on the chosen profile.

The verification of hypothesis 1 was performed based on a comparative analysis between students attending an arts faculty, students attending law school and students attending

psychology, considering vocational interests, registered in the IEC Interest Assessment Questionnaire.

Table 1 Anova table – CEI

	ANOVA	Sum	d	Mea	F	Sig.
		of Square	f	n Squar		
		s	e	e		
ARTISTIC TYPE	Between Groups	376.622	2	188.311	6.813	.002
	Within Groups	2404.533	87	27.638		
	Total	2781.156	89			
CONVENTIONAL TYPE	Between Groups	21.067	2	10.533	.261	.771
	Within Groups	3504.533	87	40.282		
	Total	3525.600	89			
ENTREPRENEURIAL TYPE	Between Groups	350.867	2	175.433	5.757	.004
	Within Groups	2651.233	87	30.474		
	Total	3002.100	89			
REALISTIC TYPE	Between Groups	392.067	2	196.033	7.275	.001
	Within Groups	2344.333	87	26.946		
	Total	2736.400	89			
INVESTIGATIVE TYPE	Between Groups	295.822	2	147.911	7.438	.001
	Within Groups	1730.000	87	19.885		
	Total	2025.822	89			

The table above shows the result of the One-Way Anova test, where the F value varies between 0.261 and 7.438. The significance threshold is lower than $p = 0.05$, in the case of the variables Artistic, Entrepreneurial / Entrepreneurial, Realistic, Investigative, this being statistically significant. There are therefore significant differences between the groups investigated, in terms of artistic interests, entrepreneurial / entrepreneurial interests, realistic interests and investigative interests. There are no significant differences between the groups investigated in terms of the Conventional variable.

To find out which of these groups there are these differences, we continued with the application of the Tukey HSD test.

Table 2. Table of multiple comparisons – CEI

				Multiple Comparison			
Tukey HSD				s			
Dependent Variable	(I) The following field was chosen	(J) The following field was chosen	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound Upper Bound	
ARTISTIC TYPE	Faculty Arts	of Faculty of Law	4.867*	1.357	.002	1.63	8.10
		Faculty of Psychology	1.400	1.357	.559	-1.84	4.64
	Faculty Law	of Faculty of Arts	-4.867*	1.357	.002	-8.10	-1.63
		Faculty of Psychology	-3.467*	1.357	.033	-6.70	-.23
	Faculty Psychology	of Faculty of Arts	-1.400	1.357	.559	-4.64	1.84
		Faculty of Law	3.467*	1.357	.033	.23	6.70
CONVENTIONAL TYPE	Faculty Arts	of Faculty of Law	-.267	1.639	.986	-4.17	3.64
		Faculty of Psychology	.867	1.639	.857	-3.04	4.77
	Faculty Law	of Faculty of Arts	.267	1.639	.986	-3.64	4.17
		Faculty of Psychology	1.133	1.639	.769	-2.77	5.04
	Faculty Psychology	of Faculty of Arts	-.867	1.639	.857	-4.77	3.04
		Faculty of Law	-1.133	1.639	.769	-5.04	2.77
ENTREPRENEURIAL TYPE	Faculty Arts	of Faculty of Law	-3.433*	1.425	.047	-6.83	-.03



AL TYPE	Faculty of Psychology	of	1.233	1.425	.664	-2.17	4.63
	Faculty of Law	of	Faculty of Arts 3.433*	1.425	.047	.03	6.83
			Faculty of Psychology of 4.667*	1.425	.004	1.27	8.07
	Faculty of Psychology	of	Faculty of Arts -1.233	1.425	.664	-4.63	2.17
			Faculty of Psychology of -4.667*	1.425	.004	-8.07	-1.27
REALISTIC TYPE	Faculty of Arts		4.967*	1.340	.001	1.77	8.16
		Faculty of Psychology	3.533*	1.340	.027	.34	6.73
	Faculty of Law	Faculty of Arts	-4.967*	1.340	.001	-8.16	-1.77
		Faculty of Psychology	-1.433	1.340	.536	-4.63	1.76
	Faculty of Psychology	Faculty of Arts	-3.533*	1.340	.027	-6.73	-.34
INVESTIGATIVE TYPE		Faculty of Law	1.433	1.340	.536	-1.76	4.63
	Faculty of Arts	of	Faculty of Law 4.267*	1.151	.001	1.52	7.01
			Faculty of Psychology 3.200*	1.151	.018	.45	5.95

	Faculty of Law	Faculty of Arts	Faculty of Psychology	Faculty of Law	Faculty of Arts	Faculty of Psychology
Mean Difference	-4.267*	1.151	-1.067	1.067	3.200*	1.151
t-value		1.15	1.15	1.15	1.15	1.15
p-value	.001	.625	.018	.625	.001	.625
Mean	-7.01	-3.81	-5.95	-1.68	-7.01	-3.81
Standard Deviation	-1.52	1.68	-.45	3.81	-1.52	1.68

*. The mean difference is significant at the 0.05 level.

The table above shows significant differences between the following groups:

- Artistic interests:
 - o Students at the Faculty of Arts have a higher tendency towards artistic interests than students at the Faculty of Law.
 - o Students in the Faculty of Psychology have a higher tendency towards artistic interests than students in the Faculty of Law.
- Entrepreneurial / entrepreneurial interests
 - o students at the Faculty of Law have a higher tendency towards entrepreneurial / entrepreneurial interests than students at the Faculty of Arts.
 - o students at the Faculty of Law have a higher tendency towards entrepreneurial / entrepreneurial interests than students at the Faculty of Psychology.
- Realistic interests
 - o Students in the Faculty of Law have a lower tendency towards realistic interests than students in the Faculty of Arts.
 - o Students in the Faculty of Law have a lower tendency towards realistic interests than students in the Faculty of Psychology.
- Investigative interests
 - o Students in the Faculty of Law have a lower tendency towards realistic interests than students in the Faculty of Arts.

o Students in the Faculty of Law have a lower tendency towards realistic interests than students in the Faculty of Psychology.

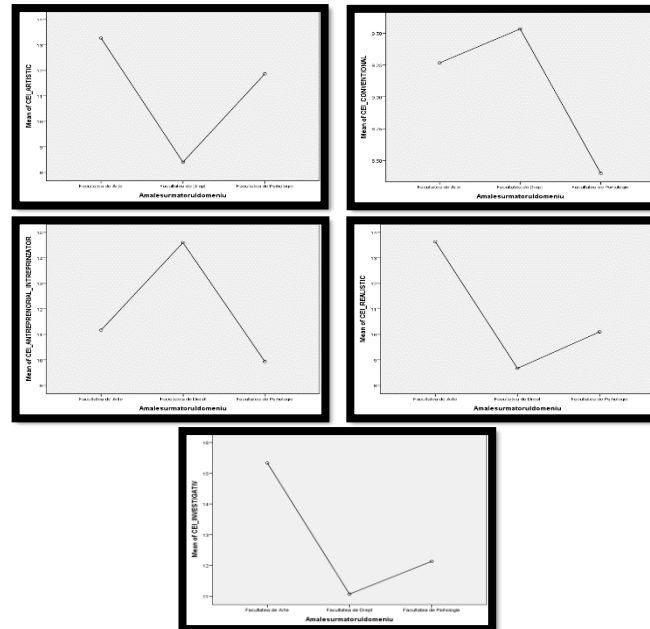


Figure 1. Graphic representation - Mean Plots – Anova

In this case we can say that hypothesis I.4 is confirmed, so there are significant differences in terms of vocational interests (artistic, entrepreneurial / entrepreneurial interests, realistic, investigative, between law students, art students, and psychology students.

Questionnaires of professional interest usually ask the respondent to indicate his or her likely assessments for various types of occupations and work activities and sometimes leisure activities and school subjects. Professional interests in a given field of work are strongly associated with self-perceived ability in that area of work. The relationships between professional interests and measured skills tend to be much more modest, but are based on positive correlations.

Vocational interests are also an important aspect of personality, with implications for career decisions and educational choices, as well as for goal-oriented behaviors in other areas of life.

In the field of vocational psychology, Jérôme Rossier studied, among other things, the impact of culture on career-related constructs, such as professional interests or career decision-making difficulties. He also conducted several studies on the regulatory processes involved in vocational behaviors, such as career adaptability or career decision self-efficacy. These processes or regulatory resources were considered to be protective factors against adverse working conditions, for example, and mediate the expression of provisions, such as personality traits, regarding career-related behaviors. These regulatory processes are also important for understanding and describing career choices. They help people manage their lives and career transitions, allowing them to adapt to external constraints. These processes can be activated in adverse conditions, such as unemployment or in times of need. They are also crucial in helping people enter the labor market. It is therefore known that career interventions activate and strengthen them (Rossier et al., 2020).

Realistic interests often involve work activities that include practical problems and solutions. Many of the occupations of people with realistic interests require working outside

and do not involve working with documents or working with other people. The realistic personality type prefers and enjoys using his hands and eyes to explore the world and achieve things. Individuals with this type of personality prefer to do outdoor activities and occupations, mechanical and physical. They prefer to work with things such as objects, tools, machines, plants and animals, rather than ideas, data and people. Due to their ability with physical objects, they are very good in emergencies. The realistic personality type handles the physical world very well, which often means that they are very independent, practical-minded, strong, aggressive and conservative. Often, they may not have strong communication skills and tend to think in extremes.

From another point of view, individuals who identify with artistic interests use their hands and minds to create new things. They appreciate beauty, unstructured activities and variety and also enjoy interesting and unusual people, views, textures and sounds. These individuals prefer to work in unstructured situations and use their creativity and imagination. This type of personality is particularly sensitive to aspects such as color, shape, sound and sensation. People who have this type of interest also have a lively spirit and a lot of enthusiasm and can often stay focused on a creative project and forget everything around them. These people solve problems by creating something new. Their ideas may not always be to the liking of others, but the opposition does not discourage them for a long time. These individuals are creative, impulsive, sensitive and visionary. Although they are creative people, they may not necessarily express themselves through the use of paint and canvas. Creativity can also be expressed through a type of artistic personality with data and systems. These people prefer to work alone and independently, rather than in teams or with others.

By comparison, the Entrepreneur typology is associated with people who have leadership and speaking skills, but less scientific skills. They usually appreciate political and economic achievements. The traits listed for enterprising personalities: acquisitive, adventurous, pleasant, ambitious, dominant, energetic, exhibitionist, enthusiastic, extroverted, flirtatious, impulsive, optimistic, looking for pleasure, popular, confident, sociable and communicative. Entrepreneurs prefer to work with people, influence, persuade, lead or manage to achieve organizational or economic goals. The enterprising personality type is often a leader who is talented in organization, persuasion and management. The enterprising personality type is based on intuition about what he thinks will work. People with this type of personality based on entrepreneurial interests can make an observer perceive them as anxious and irresponsible, as they often give up projects after the activity has ended. It is also known that this type of personality is found in an extroverted and sociable person who is energetic, enthusiastic, confident, assertive and quick to make decisions. Often this type of person initiates projects, but especially causes others to complete them. These people can focus exclusively on one project and do not notice the personal concerns of others or themselves.

In other words, a person with investigative interests tends to be analytical, intellectual, and erudite. These people enjoy research, mathematics or science. These individuals live in their minds and prefer to deal with the real world from a distance. They like to read, study, use books and other data, instead of working by hand. These individuals are unconventional and independent thinkers, who are curious and very deep. These people enjoy the situations in which they use logic the most and solve extremely complex and abstract problems. A person with investigative interests tends to focus on ideas when other people are involved. Wherever he is, he collects information and analyzes situations before making decisions. If she enjoys the outdoors, it's because she's curious, not because she likes hard, physical work. The person with investigative personality is considered to be extremely intelligent, but can be introverted and

does not have leadership and persuasive skills. They use their mind / information to accomplish things, rather than their own association with people and things. These people often avoid activities that seem commercial or entrepreneurial.

Following the analysis of the obtained results, in the case of artistic interests the students from the law faculty showed a lower tendency of them, by comparison with the students from the psychology faculty and the students from the arts. However, no significant differences were identified between art students and psychology students. This clearly outlines the significant difference between the areas. In the case of entrepreneurial / entrepreneurial interests, law students showed a higher trend compared to law and psychology students, but no significant differences were identified between the latter. In terms of realistic and investigative interests, law students showed a lower trend than psychology students and art students, and in their case no differences were identified between the two. From behind.

The literature does not currently have specific studies when it comes to differences based on vocational interests, their causes and effects in decisions, in students in the field of psychology, arts or law. The topic can therefore represent a phenomenon that deserves to be investigated much more deeply, through a much broader research. The presence of stable interests for certain fields prepares the ground for the further development of skills and the enrichment of knowledge in those fields. The interests for a certain field imply the receptivity of the person for appropriating the acquisitions specific to that field.

For example, the interest that an adolescent may show in certain games, readings, or school subjects may be an expression of the existence of certain inclinations and may be the starting point for the optimal development of appropriate skills (Chircev & Salade, 1976). Interests are the result of what you do, what you learn and who you know. These factors change a lot from year to year, as knowledge and experience grow. It's hard to be interested in something if, for example, you don't understand what it is.

Skills are the result of early inheritance and development. They cannot be changed, as are interests. A person's skills stabilize at the age of fourteen and remain so for the rest of his life.

Talent development research has long shown that skills are good predictors of the quality of people's adjustment to work and leisure activities. To succeed in certain areas of work and to take full advantage of leisure, one cannot rely only on cruel, undeveloped skills. You need to develop specific skills. An extremely successful and talented individual in one field may share the same correct skills with another person (just as accomplished and talented) in a fairly different field, but these people may rely on completely different skills that they they built on an identical set of skills.

Skills say something about what kind of skill could be easily acquired, given the sufficient training opportunities, but they are not enough to predict the precise sets of skills that individuals will eventually develop.

Interests also provide a direction for developing one's habits and activities. They are fundamental to the development of skills, but in a different way than skills. Interests serve mainly to select, from a combination of potential activities, those that a person will care about. The safest way to develop skills is to intersect skills and interests: that set of activities for which an individual has both gross native talent (aptitude) and desire (interests).

In the absence of sufficient skill, even the strongest interest will be enough to move the individual forward only at a slow pace, in acquiring the skills needed for certain areas. Interest may be enough to satisfy anyone in their leisure activities, but most employers will become impatient with a worker who usually takes more time than others to control key responsibilities

- no matter how interested the employee is. Also, a person can have wonderful skills, can be suitable for all kinds of talent fields, but without a strong enough interest, the individual will not devote the necessary time and effort to build their skills on their foundations. This difference is why it is so important to have adequate information about one's skills and interests before making major investments of time, effort and resources for talent development in any field.

Research using the Ball Aptitude battery has shown that while skills and interests are relatively unrelated to each other, both are closely related to the types of skills that individuals develop and the activities and jobs that people choose.

Although correlated, interests and skills were treated as separate entities, especially when the question of the criteria to be used in making decisions in professional selection was raised. Such an attitude escapes the view, however, that the heterogeneity of personality traits does not necessarily preclude unity.

Thus, if a person's interests in a particular field of activity are not supported by appropriate skills, the chances of him or her achieving significant performance in that field are significantly reduced, sometimes despite compensation through increased efforts. The fact that sometimes there is no significant correlation between a person's skills and interests can be explained by the fact that the former are only a group of resources (latent potentials) that can be activated at a time, but when other factors intervene (e.g. for example, related to education or development), there may be a radical change in the direction of the person's interests, more or less opposite to the existing skills fund.

Hypothesis 2 - It is assumed that there is a **positive correlation between self-esteem as a state and the entrepreneurial / entrepreneurial type.**

The verification of hypothesis 2 was performed based on the results obtained following the application of the two instruments: *Self-esteem as a state* and the *Questionnaire for evaluating the interests of the CEI*.

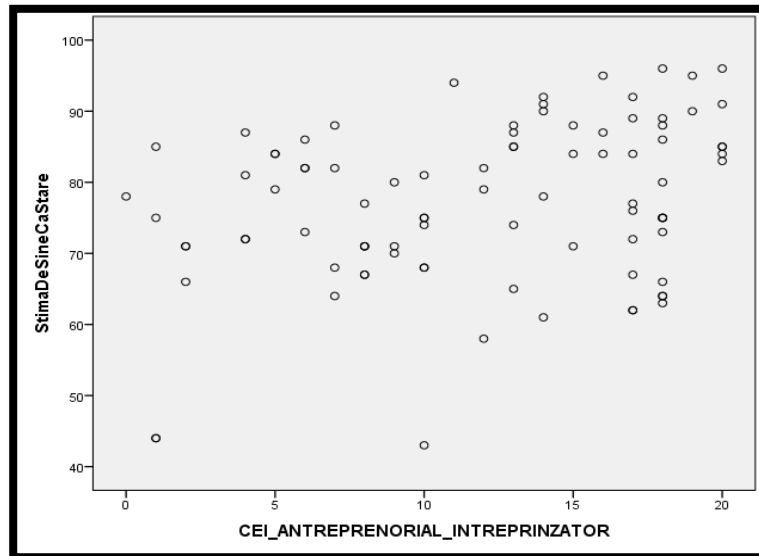
Table 3. Correlation table between self-esteem as a state and Entrepreneurial Type

Spearman's Self-EsteemAsA rho	Condition	Correlation Coefficient	1.000	.289**
		Sig. (2-tailed)	.006	.006
		N	90	90
	ENTREPRENEURIAL TYPE	Correlation Coefficient	.289**	1.000
		Sig. (2-tailed)	.006	.
		N	90	90
**. Correlation is significant at the 0.01 level (2-tailed).				
		Correlations		
		Self-Esteem AsA Condition	ENTREPRENEURIAL TYPE	

The table above confirms the presumption that there is a positive correlation between the two aspects, Self-Esteem as a State and the Entrepreneurial / Entrepreneurial Type. The correlation has a value of 0.289, at a significance threshold of less than 0.05.

In this case, we can consider the fact that hypothesis 2 is confirmed, so there is a positive correlation between self-esteem as a state and entrepreneurial / entrepreneurial interests in research subjects.

Figure 2. Point cloud of the correlation between Self-Esteem as a state and Entrepreneurial /



Entrepreneurial Type

The Entrepreneurial typology is associated with people who have leadership and speaking skills, but less scientific skills. They usually appreciate political and economic achievements. The traits listed for enterprising personalities: acquisitive, adventurous, pleasant, ambitious, dominant, energetic, exhibitionist, enthusiastic, extroverted, flirtatious, impulsive, optimistic, looking for pleasure, popular, confident, sociable and communicative.

Entrepreneurs prefer to work with people, influence, persuade, lead or manage to achieve organizational or economic goals. The enterprising personality type is often a leader who is talented in organization, persuasion and management. The enterprising personality type is based on intuition about what he thinks will work. People with this type of personality based on entrepreneurial interests can make an observer perceive them as anxious and irresponsible, as they often give up projects after the activity has ended.

It is also known that this type of personality is found in an extroverted and sociable person who is energetic, enthusiastic, confident, assertive and quick to make decisions. Often this type of person initiates projects, but especially causes others to complete them. These people can focus exclusively on one project and do not notice the personal concerns of others or themselves.

From another perspective, self-esteem, a component of the concept of self, is most often seen as the general feeling, negative, of neutrality or positive, of self-worth. Self-esteem involves judgments of one's own person, while self-esteem involves the perception of value of personal characteristics and abilities. Self-esteem is an assessment of the cognitive, affective, and behavioral aspects of self-concept (Frey & Carlock, 1989).

It is known that the typology of the entrepreneur therefore includes a high level of self-esteem, and this is a fact confirmed by the results obtained.

From here, we can conclude that there is a positive correlation between self-esteem as a state and entrepreneurial / entrepreneurial interests.

Hypothesis 3 - It is assumed that there is a **positive correlation between self-esteem as a state and autonomy.**

The verification of hypothesis 3 was performed based on the results obtained from the application of the two tools: *Self-esteem as a condition* and *Five-Factor Personality Inventory (FFPI Questionnaire)*.

Table 4. The correlation table between self-esteem as a state and Autonomy

Correlations			
		Selfesteem asaconditio n	FFPI_AUT HON OMY
Selfesteemasacdi tion	Pearson Correlation	1	.401**
	Sig. (2-tailed)		.000
	N	90	90
FFPI_AUTHONO MY	Pearson Correlation	.401**	1
	Sig. (2-tailed)	.000	
	N	90	90

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

The table above confirms the presumption that there is a positive correlation between the two aspects, Self-Esteem as Status and Autonomy. The correlation has a value of 0.401, at a significance threshold of less than 0.05.

In this case, we can consider that hypothesis 3 is confirmed.

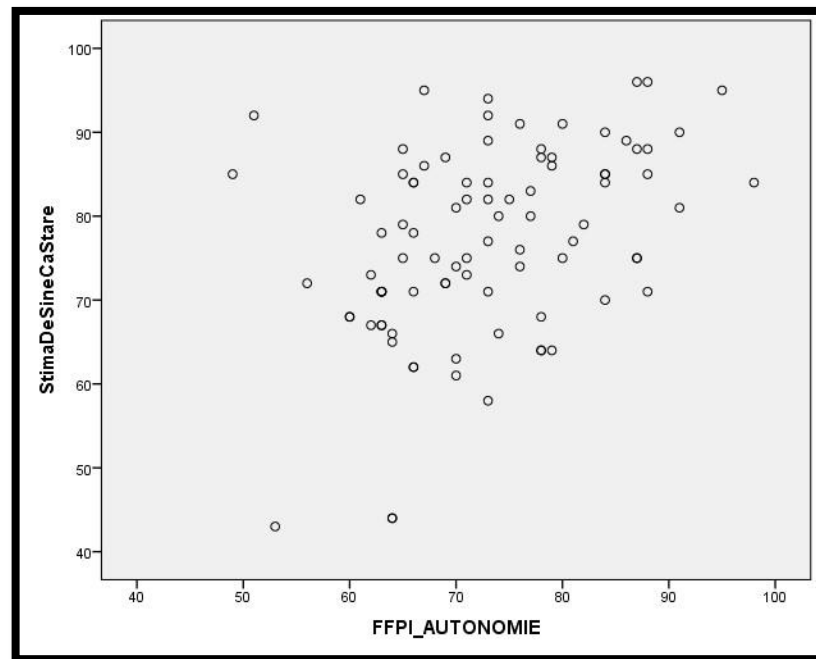


Figure 3. The point cloud of the correlation between Self-Esteem as a state and Autonomy

Personal autonomy refers to a person's sense of self-determination, of being able to make decisions about their direction or actions, including the freedom to exercise those choices. Due to personal autonomy, a person is able to actively engage in effective self-regulation which is explained by successful monitoring of needs and values, responding adaptively to the environment and initiating, organizing and directing actions to meet needs.

For some theorists, the psychological experience of autonomy has its origins in the body's natural tendency to organize both on its own and by its environment, in pursuit of goals. In this respect, a sense of autonomy requires the absence of restrictive forces that may limit this natural tendency. Feelings of autonomy are not crucial just for proper intrapersonal functioning - competent actions and adequate psychological health - but they are also essential for the proper functioning of a healthy society.

From another perspective, according to the theory of self-determination (SDT), when the basic psychological needs of individuals for autonomy, competence and relationships are met, they are motivated autonomously: they tend to choose behaviors based on interests, integrated values and objectives; to support their own activities; and to experience feedback, results, and other events as informative rather than threatening (Deci & Ryan, 2000).

Motivation for autonomy allows people to approach others in an uncontrolled manner; those high orientations of autonomy report daily interpersonal interactions as open, honest, and satisfying (Hodgins, Koestner, & Duncan, 1996a).

Moreover, basic need satisfaction and self-motivation allow for genuine or non-contingent self-esteem (SE), a sense of self-worth that is based simply on how a person is, rather than on success. or obtaining concrete results (Deci & Ryan, 1995).

Hodgins & Knee (2002) suggest that real self-esteem that is associated with autonomy is an essential factor that allows individuals to experience flawless emotions and events with relatively little distortion and prejudice. That is, to the extent that individuals are self-motivated

and have independent experience, they need less to protect themselves by avoiding the implications of the information contained in the experiences.

In addition to the aspects mentioned above, there are also results obtained from one's own analysis, which say that there is a positive correlation between self-esteem as a state and a person's autonomy.

Conclusions

The research hypotheses were confirmed as follows:

- significant differences were obtained between the students from the law faculty, the arts faculty and the psychology faculty, regarding the artistic, entrepreneurial, realistic and investigative interests.

- self-esteem correlates positively with entrepreneurial interests, in the sense that the typology of the entrepreneur therefore includes a high level of self-esteem, and this is a fact confirmed by the results obtained.

- self-esteem correlates positively with autonomy - thanks to personal autonomy, a person is able to actively engage in effective self-regulation which is explained by successful monitoring of needs and values, responding adaptively to the environment and initiating, organizing and directing actions to meet needs.

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