THE THEORY OF THE THREE-DIMENSIONAL SPIRAL OF SENSE: AN APPLICATION WITH SPECIAL REFERENCE TO IDENTITY AND PROFESSIONALIZATION IN OTHER DISCIPLINARY AREAS (PART 2)

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Abstract

This article presents the development of a new theory called "Towards a Systemic Sui Generis Paradigm: The Theory of the Three Dimensional Spiral of Sense" Applied to Identity and Professionalization" (Article 2). This second part deals with the remaining four disciplinary areas, in which the new analysis of the social data was carried out: Education, Health, Science, Media, International Relations and Interculturality. Different research works – national and international – are presented for each area, and in turn, the theoretical frame, objectives, hypothesis/questions, variables/dimensions, material and methods, results and discussion are shown briefly for each case. Then, there is the general interpretation of results and a conclusion, from which the mainstays of this research, based on reference research works, arise; the research which is the base of out theory. It should be pointed out that, among the selected reference research works, some are comparative studies with European countries, others with Latin-American countries. The methodology used was quantitative (statistical analysis, a semi-structured survey) but mainly qualitative (lexicometric analysis, hierarchical evocations, interviews). The approach was macro-micro-meso-macro, micro, macro It consists of a kind of sui generis systemicism which recovers interactions between individuals, organizations/institutions and macro contexts. Such interplay does not overlook the individuals nor the contexts. In consists of a comprehensive, holistic approach of the complexity, even though it lies on different anthropological bases. This approach stands aside from any kind of reductionist determinisms. The results, particularly the qualitative ones, show the rich interactions underlying the continuance or innovation processes, which favor or hinder the individuals', countries' and institutions' development, as well as their identity/identities in times of abrupt change. At the same time, these results reveal the need for Professionalization in relation to personal fulfillment, employability and macro social development.

Keys Words: Systemic *Sui Generis* Paradigm, Theory of the Three Dimensional Spiral of Sense, Argentina, Identity, Professionalization

In Article 1 we have developed the mainstays of our theory called "Three-Dimensional Spiral of Sense", with special reference to Identity and Professionalization. Also, Article I simply showed the three mainstays of this theory "at work" in the field of *Education* at different levels.

In Article 2, we will deal with these mainstays in research works carried out in other disciplinary fields:

Health, Science, the Media, International Relations, Interculturality.

Let us start with area of Health.

1. Health

This field will consider two factors we have selected among a large amount of research done: Burnout, or Occupational weakening, and Resilience, it will also analyze how the mainstays of our theory: the "Three-Dimensional Spiral of Sense".

1.1. Burnout: A Syndrome in the Crossroads of Individuals, Institutions and Contexts

1.1.1. General Introduction

This research belongs in the fields of Labor, Organization and Social Psychology and analyzes the existing weakening among university professionals in relation to their job status and their specific work environment. Participants were graduate students from five different programs at UTN (National University of Technology, 1987-2002) and a group of graduates who later got a post-grade degree (Specialization or Master's) at the same university (See Aparicio 2004 d).

Within the broad study, which complements other research carried out on the same cohorts and university, we focus here on a relevant aspect of Health, Organizations and Labor Psychology: stressed-out professionals due to working conditions prevail in the labor market in the last years.

The Burnout syndrome (Freudenberger, 1974, 1975; Maslach, 1976; Maslach & Jackson, 1986; Pines & Aronson, 1988; Brill, 1984) – measured through Expectations/Anomy – is dealt with in relation to variables that, in our hypothesis, could influence on occupational weakening: the level of education – university always (grade and post grade degree), the professional Status achieved within the public or private sphere, the Age of the individuals (associated to the time of professional practice), the Work Stratum (positioning within the labor market) and other psychosocial Factors (Expectations, Anomy/Pessimism/Optimism).

We will also refer to other associated theories: the Expectancy-Valence Theory (Feather & Davenport, 1982 and the Learned Helplessness Theory (Seligman, 1975, 1981).

It should be noticed, although briefly, that from the point of view of education – a field always present in our interdisciplinary research – the burnout syndrome is associated to the issue of degree devaluation in the labor market, which is in turn associated to more extended levels of failure (at least relative failure, from the objective and subjective points of view). Such devaluation and the new labor market have a final impact on identity.

However, although Educational Sociology (Boudon, 1973; Frisch, 1972; Anderson, 1961) and Economics of Education (Jarousse, 1984; Levy-Garboua; 1976, 1977) had anticipated the situation during the 1070s, very few studies associate the burnout syndrome in the filed of Health to Education and, more specifically, to the level of education achieved and the Professional Expectations related to such level (the higher the level of education, the higher the expectations)[1]. The lack of research about a paradoxical issue – as Anderson (1961) points out –, for the level of education progresses gradually whereas the market shows abrupt changes and worrying indicators (structural underemployment, unemployment, labor instability, difficulties for promotion or mobility, etc.), led to carry out this work.

The author has been working on this issue since the 1980s, within the framework of complementary research[2]. Thus, she intends to surpass the diagnosis with "figures" or statistics on Education and Health which account for a given situation but are not able, by themselves, to explain, or even less "comprehend" the causes and "reasons"

Thus, she intends to surpass the diagnosis with "figures" or statistics on Education and Health which account for a given situation but are not able, by themselves, to explain the "causes", or even less "comprehend" the "reasons" underlying some associated syndromes and variables. She is not only interested in determining the inputs and outputs of the School System (graduates, drop-outs and delays rates) and of the employment system (including Health), but also and fundamentally, in investigating the processes and/or consequences intervening in professional "Achievement" (in its broad sense and from different variables: Professional Mobility, Satisfaction, Professional Status Achieved, among others).

From the applied viewpoint, such problem involving at least three disciplinary fields – Health, Education and Employment – relates to another matter that has recently become important: Professionalization and its implications at the Professional Identity level, two important core issues as regards our study and within the author's theoretical framework.

Finally, and before actually dealing with our topic, it should be noticed that the analysis of Burnout in engineers[3] in relation with the institutions and different context could be carried out because we researches on graduate and postgraduate students who have entered University since 1987. We worked with several cohorts over a quite expensive period of time, including different economic, political and structural situation in Argentina: times of development and times which correspond to the hardest structural crisis. This helped us be aware of the sustained and dynamic interplay within the comprising system between the macro and micro dimension, mediated by the meso institutional level, arising from the author's perspective.

Let us focus on the theoretical referents: the Expectancy-Valence theory, the Burnout Syndrome and the issue of the need for Professionalization under the present market conditions.

1.1.1.1. **Expectancy-Valence Theory** (Feather & Davenport, 1981, 1982)

A person's motivational drive to act is determined by his/her success or failure expectations and the subjective valences attributed to success or failure. This theory is applied, in general, to achievement behaviors, broadly speaking. In this study we are precisely positioned before professional "achievements". Atkinson (1964) states that "Achievement Motivation is the result of the tendency to approach success and the tendency to avoid failure. Both are determined by *the probability of success or failure, the cause for success or failure and the perceived value of success or failure.*" (García Rodríguez, 1993: 177).

Weiner (1980) completes Atkinson's theory stating that "…success or failure expectations on achievement behavior are determined by the attributional processes, i.e., they depend on the individuals' achieved status and beliefs as regards the result of a specific achievement. Such causes for success or failure are defined along two dimensions: instable-stable and internal-external. Upon combining both bipolar dimensions, the result of a specific achievement may be attributed to effort (unstable and internal), to ability (stable and internal), to chance (unstable and external) or to the difficulty of the task (stable and external)" (*Ibid*). For Weiner (1980 Weiner (1982), "... depressive individuals show low achievement motivation. They attribute failure to stable internal factors and *success to external unstable factors*… Whatever the case may be, depression is determined by attributing failure to stable factors, and therefore, to *low achievement expectations*." (*Ibid*) (s.n.). Feather and Davenport, in 1982, apply that theory to unemployment.

This is important due to its consequences at the Health level: attributing helplessness to internal causes allows the individuals for a change in the expectations of control though their own behavior, emphasizing the capacity and ability to succeed. On the contrary, *attributing it to external factors non-governable* hampers such transformation in the expectations of control, and therefore, a change: it all depends on chance, fate, luck (the perspective pessimism dealt with here).

We can see, then, that beneath these models lies, yet from a different angle, the issue of values, beliefs and the concept of pessimism-activism and optimism which is implicit in our analysis (Seligman, *op. cit*.).

García Rodríguez (1993: 180) contributes some important information within the framework of the theory of the author and, more precisely, as regards the self-sustenance loops or spirals between the individual, the institutional context and the macro-social framework (Aparicio, 2014 a; 2014 c). He maintains that helplessness among youngsters "… is channeled through aggressive behaviors towards society; among adults a type of personal or individual helplessness (could develop)" (*Ibid*).

As regards the *Expectancy-Valence Model*, "...expectations and valued combine to determine the intensity with which a certain act is performed".

The underlying hypothesis is as follows: "...the negative feeling of depression and pessimism subsequent to the failure to get a job (for example) will be deeper among those who consider job attractive, who have great expectations in getting a job, and who are highly motivated to look for it compared to those who have lower valence, expectations and motivation values… This prediction applies to every stage in employment searching."

This revision leads to draw some conclusions and be aware of the consequences of the different positioning within the market at the psychosocial level. Thus, there implicitly appears the issue of the structure-individual interaction: the expectations system of the individual combined with the structural scene. As can be seen, the *leitmotiv* of this theory proposed by the author – the Theory of the Three-Dimensional Spiral of Sense – is rooted in time, and it was already on the base of this study (2014 d). (See also Aparicio, 2012 b and 2010.)

1.1.1.2. **About the Burnout or Occupational Weakening**

This occupational Weakening syndrome has been associated, since the beginning, to Health and education workers and later to other. The clinical picture described in 1974-1975 by Herbert Freudenberger. The author could see that, after the first year at work, the employees started to show symptoms of loss of energy until they got stressed out due to demotivation to work, along with anxiety and depression symptoms. He stated that such patients tend to become less sensitive, less understanding and even aggressive in their relation with the patients, and to blame the patient. Later on, Social Psychologists, Maslach and Pines (1977), study the syndrome with professionals who help people and, especially, with lawyers from California. They describe the gradual process of loss of professional responsibility and lack of interest, and Maslach decides to adopt the same denomination as Freudenberger, for she notices it did not make the individuals feel stigmatized. This helped the term to be accepted and very much used in describing the working conditions of the social workers, nurses, police officers and directors.

The first publication by Maslach, focused on personality or individual differences (perfectionism, idealism, excessive implication at work) rather than on the objective conditions of coping. With the time, the concept of *Burnout* lost precision, emphasizing also the legal aspects, and it became "bag of trick" (See M. Seligman's Learned Helplessness Theory, 1981), 1991; Gil Monte & Peiró, 1997, 1999; Gil Monte, 2002; Golembiewski, Munzenrider & Carter, 1983; Maslach & Jackson, 1981; Pines & Maslach, 1978; Maslach, & Jackson & Leiter, 1996; Schaufeli, Maslach & Tadeusz, 1993; Moreno Jimenez et al., 2001; Pines, 1988, 1993; Schaufeli, Leiter, Maslach & Jackson, 1996; Salanova, Schaufeli, Llorens, Peiró & Grau, 2000; Seligman & Csikszentmihalyi, 2000; Schaufeli & Bakker,

2001; Salanova & Schaufeli, 2004, 2009 Salanova, Martínez, Bresó, Llorens & Grau, 2005; Salanova, Bresó & Schaufeli, 2005; Salanova, 2006, 2009; Langballe, Falkum, Innstrand & Aasland, 2006; Salanova & Llorens, 2008; 2011)**.**

Notwithstanding, it always involved three dimensions: *emotional breakdown, depersonalization (dehumanization, negative attitudes and cynicism towards the service recipients) and low personal fulfillment*, construed as a tendency to evaluate one's own work in a negative way Maslach and Jackson (1986).

Let us continue for a while with this Burnout syndrome in the individuals/contexts interplay so as to later interpret out discoveries.

As far as we are concerned, it has to do with a multidimensional phenomenon. From the cognitive-social perspective it consists of an interactive development between an individual with low positive effort expectations and high negative effort due to excessive demands at work, which leads to a low perception of the active control of the resources for the personal emotional competence and to frustration and pessimism in relation to his/her environment.

Towards 1984, Brill makes another contribution, and links it to inadequate salaries and the lack of recognition in relation to *expectations.*

We should point out here that Work Recognition or, better, the lack there of, has become more notorious. The latest comparative studies carried out in France by the author reveal that this issue appears centrally. It is, in fact, a principal issue, or the most referred to by PhDs or PhD Courses of the sample under study. It is, in other terms, in the core of the shared representations, associated to the problem of Identity and Professionalization on the part of the Educational Institutions and Work Organizations[4].

Finally, Aparicio, after much research, concludes that central element of the burnout syndrome lies in the fall of Expectations and the Lack of Recognition, in the lack of clear goals or of a project of life. This situation may lead to leave a job, to change or try to change it by another, which makes us deal with identity strategies. We will get back to this later.

We considered that, for Argentina, it could be interesting to analyze discouragement, pessimism, fall of expectations, the feeling of uncontrollability of the structural processes an non-favoring context that was preceded by a context in which "the American Dream" used to be feasible. We wished to find out, more specifically, in which work strata and specific areas of performance the weakening syndrome prevailed as regards personal and social expectations (this syndrome affects the employee's health and thus the quality of the workplace).

Hypothesis: a) The level of exhaustion varies significantly according to the Work Stratum; the highest levels of Expectations (less exhaustion) are found in individuals with the highest positions in the

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[4] Aparicio & Cros, 2015 a; Abric, 2001; Aparicio, 2012 c, Aparicio, 2006 and b.

occupational scale; b) The level of exhaustion varies significantly according to the areas of performance, i.e., Private or Public; c) It should be expected, according to the aforesaid, that those workers with inadequate salaries, lack recognition and a low fulfillment at work reveal a higher level of exhaustion measured by the weakened Expectations and more pessimistic beliefs; d) The graduates' profile of expectations and anomy varies whether the core element is the individual or the country; e) The variables mentioned make an impact on the identity of the employees (university students here), who must appeal to different identity strategies to cope with the situation.

We supervised, for such purpose, the Weakening and Exhaustion Factors according to Work Stratum (from the Personal Expectations point of view as well as the Expectations-Anomy in relation to country: lack of credibility in the system, the government leaders, in development). The items revealing significant differences were associated to expectations in relation to professional future.

Finally, before dealing with the Results, in particular those of the first study carried out at   UTN (National University of Technology), let us analyze for a moment the issue of Professionalization and its impact on Identity, since it is closely associated to the Burnout syndrome.

1.1.1.3. About Professionalization and Identity: Theoretical Framework

We will not deal with this issue since it was already made reference to in Article 1.

Let us stop for a moment at the three studies which relate burnout, professionalization and identity.

1.1.2. Three on-site Studies

1.1.2.1. First Study: Burnout, Expectations and Professionalization. A study at the UTN (National *University of Technology)*

The Framework: This has already been dealt with. We will now add a few aspects which have not been dealt with in order to avoid repetitions in subsequente resera works.

Material and Methods

Population: We worked with a population of university graduates from UTN (Mendoza, Argentina), covering the years between 1987-2001 of five study courses related to Engineering, and graduates students from the same University belonging to different disciplinary fields, and other universities (N= 253 individuals, out of which 200 were employed and 53 – i.e., 20% – were unemployed). The figures

of unemployment coincided with the one in Argentina during that moment of crisis.[5] The population of postgraduates was N=92.

Analysis Techniques and Strategies: We used a quantitative/qualitative methodology, and included a semi-structured survey with of different kinds, thus covering a wide range of (pedagogical-institutional, structural, core and psycho-social). It included items indicating Burnout or Wakening from the point of view of Expectation and Area of Performance. That is, Burnout was not measured with a specific test but through variables associated to Professional Expectations included into the applied survey.

Besides, we applied specific tests, being the Psychosocial Factors Test particularly interesting due to the results it showed (Fernández Seara, 1999).[6]

Finally, it should be emphasized that this study, done according to a macro-micro-macro strategy, let us reveal the impact of psychosocial factors on the professional achievement of those who go through university (graduate and postgraduate level), factors concealed by macro-figures within the frame of a system which usually forgets that the "macro-figures" are the result of individual decisions converging along the same line. Therefore, improving the "macro" level – at least in many of its aspects – involves first detecting the causes at the micro and meso-institutional level in order to bring in the necessary corrections (training, continuing education, and personal development programs, as the ones being implemented within more developed contexts). It could all summarize into a single word that refers to a need due to the present market terms: Professionalization (Bourdoncle & Mathey-Pierre, 1995; Bourdoncle, 2000).

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[5] We so not speak of simple because we worked with all the individuals over a total number of graduates. The same occurred with the postgraduate students.

[6] There were also interviews of each graduate with the consulting companies in charge of selecting employees for the most important firms in the market, and the Human Resources Managers of the companies recruiting graduates and postgraduates from the UTN. The study involved the monitoring of graduates and postgraduates belonging to the above mentioned cohorts and of the individual work with each of them, positioning it as the first study of its kind in Argentina.

Variables: The survey included over 300 indicators that let us carry out the academic and work achievement analysis, and the interrelated analysis of both. Within this wide range of variables, we are especially interested in two: those related to Expectations and Work Stratum in relation with Professional Achievement. We worked on 20 work categories to devise this index[7].

Results: They are presented in two Sections: 1) Graduates according to Work Stratum in relation with Expectations (Burnout) and Area of Performance; 2) Postgraduates according to Work Stratum in relation with Expectations (Burnout) and Area of Performance (public/private).

Section 1: Graduates: The hypotheses were all verified. The individuals of the higher Work Strata, mainly employed in the private sector, showed greater expectations in relation with their future work (i.e., lower level of Burnout), especially , when such Expectations are associated to oneself more that to the country. Then, the level of Burnout varies significantly according to the Work Stratum and Area of Performance, being those in the highest positions within the occupational scale the most optimistic. Identity / Identities and Professionalization combine within this problem. The labor world, often times, causes fractures in one's personal and professional life, and disrupts expectations and injures identity.

Section 2: Postgraduates: Let us analyze Burnout, measured through Expectations, according to Work Stratum and Area of Performance (public/private).

As regards Expectations (associated to Burnout), the postgraduates at the highest work stages cherish greater Expectations, being the postgraduates with less favorable positions in the occupational scale are more pessimistic.

As a summary of the picture offered by postgraduates as regards this issue, considered globally and without applying the Work Stratum Variable, we can say:

- First, it was surprising that there was no unemployment in the sample (only one individual), compared to the 20% of unemployed among the graduates.

- Most postgraduates work in the public sector.

- No pessimists were shown: 63% stated that the work situation would improve in two years, 70% said that they had expectations regarding an improvement in their future work, and although they are hopeless about their personal professional growth in the short term, they *do* cherish favorable expectations in the medium and long term. However, in terms of "national development", the levels of pessimism increase. They trust themselves but not the country, especially due to the political-economic situation.

These results revealed greater pessimism among those university students who are worst positions within

[7] INDEC (National Institute of Statistics and Censuses). They were later regrouped into 5 work categories. In addition, the NES (Socio-economic Level) was calculated, within which the Work Stratum was a variable together with Education, Habitat Conditions, Comfort Levelers, Type of Home and Income. Finally, the NES was also calculated without considering the Income, thus, following the tendency of econometricians (see Aparicio, 2004 d).

the work market and work in the public sector.

Conclusion: The hypotheses in this study are confirmed along the same line in graduate and postgraduate students. The highest level of Burnout shown by a greater fall of expectations or by pessimism among the individuals at the lower layers of the occupational scale – employed basically at the tertiary level (the State) – presents a serious problem in a country in which the groups of structural unemployed or underemployed are increasing, even among university graduates. It is becoming more and more difficult to get a job in accordance with the acquired competencies and expectations, and in a country where a large number of private businesses are closing (See Aparicio, 1995-2013).

It is easily noticed that there are sectors in which burnout is greater – i.e., the State –since they do not offer much opportunity for personal fulfillment nor for Professionalization. The cause is not only economic; it is also psychological, since work concerns dignity and personal identity. Work offers the means to achieve indispensable wellbeing and live humanly. It provides a place in the world, social recognition; it dignifies, socializes and develops creativity. On the contrary, a job at low occupational levels does not help achieving goals or self-fulfillment, which causes frustration within the work environment. Along with insecurity, inadequate income, which is also in disagreement with capacities, it leads to existential void and psycho-social disintegration. The identity strategies are set into motion. The fall of personal expectations in strenuous environments is one sign, and at the social level, it leads to anomy, hopelessness, lack of trust or a project of life.

The macro/meso/micro relation appears clearly and it sustains itself. The spiral of sense has been present within the perspective of the author since 1978 and in the specific case, the mainstays are shown in Aparicio (2004 d, 2009 b and 2013 a).

Finally, it is interesting to notice that the longing to work in the private sector has a significant impact on keeping Expectations. This sector recruits personnel using other strategies, it calls for different psychological profiles, and as far as competences are concerned, it supports the development of the psycho-social dimension from the programs of Professionalization in the broad sense (training and continuing education). The private corporate culture differs widely from that of the public sector; it is "no man's land" where little change can be expected according to the inherent factors in the individual. The system-structure feedback appears clearly in a country with high levels of outsourcing this becomes a worrying problem due to the associated psychological responses affecting health and its environment over the same national system and it implies new responsibilities for those who lead the Health, Education and Work Policies[8].

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[8] For a more complete version, see Aparicio, 2015 b.

1.1.2.2. Second Study: Health, Identities, Professionalization. A Study on Burnout in Relation with Coping in Public Employees

Introduction[9]: The psychosocial risks of the present working environments put to the test the competences acquired by the graduates throughout university. A large number of university students work in contexts that do little to promote their professional development, which may affect their mental and emotional health. This study analyzes the different degrees of occupational stress (burnout) in relation with the development of coping strategies (coping) in employees who studied at university and work in the public sector. As already pointed out, burnout is characterized by a high degree of *emotional exhaustion and cynicism*, together with self-perception of low personal fulfillment and lack of professional efficiency (Maslach & Jackson, 1986; Maslach, Jackson & Leiter, 1996). On the other hand, the coping strategies (*coping)* help identify the cognitive behavioral mechanisms used by the individuals in conflict and strenuous situations (Lazarus & Folkman, 1986; Frydenberg & Lewis, 1991, 1996; Lazarus, 2000).

Finally, as regards *state organizations*, they are characterized by great bureaucracy, monotonous and highly specialized tasks, exaggerated attachment to rules and regulations, excessive administrative and communicational conventionalities, difficult human relations, and a singular resistance to change, among other significant aspects. Various researchers have associates such characteristics of the working environment to occupational stress processes (Gil Monte & Peiró, 1997), mediated by the coping factor (Pines & Kafry, 1981).

In addition to the aforesaid, there is structural unemployment, increase in unemployment and job instability, work overloading, threats of unemployment, role ambiguity, etc. This labor macro-structural and social situation has an impact on both the organizations and the individual, as shown by the increasing levels of burnout, absenteeism, and sickness in a broad sense.As for the rest, these indicators are a visible part of much deeper "reasons" associated to their abilities and competences, to their frustrated expectations, their lack of skills in facing difficult or new situations and get adapted top them.

This socio-occupational scenario is not different for those with a higher level of education within the framework of degree devaluation (Boudon, 1973, 1977). Decades ago, a university degree used to open doors to job positions more in accordance with the level of education acquired and, possibly, to better professional and personal fulfillment in accordance with expectations. Nowadays, a degree does not

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[9] *Cf.* Aparicio et al., 2010 a.

guarantee satisfactory positioning in the market. The combination of factors influences on the individuals' expectations, especially, on university students with higher levels of expectations (Aparicio, 2004 d).

This issue is also related to the Expectancy-Valence theory (Feather & Davenport, 1982) According to this theory, an individual takes a specific action in view of his/her expectations for success and the value he/she assigns to such success. In other words, it is expected that the higher the level of education, the greater the expectations for success at work. When the possibilities offered by the context frustrate the individuals' expectations, there appear stress, apathy, and progressive weakening, which become evident in the *burnout syndrome*.

It can be easily observed that, once again, there appears the relation between the three levels or dimensions – macro-meso and micro in their self-sustenance –, which are the mainstays of the author's theory. We are in the presence of complex macro contexts within a framework of increasing globalization and competitiveness, rigid work organizations and university students working in them, often times, out of necessity rather than choice, due to the overpopulation of graduates ("plafond" effect) in the world market, in which uncertainty is prevailing. This makes it even more difficult to find a job in accordance with the levels of education and expectations.

Personal and professional identities within these conflict contexts are associated to health and, especially in this work, to different levels of burnout and fulfillment. The issue of Professionalization or better, the need for enhanced Professionalization, becomes evident. Such Professionalization – with the different types of implicit or explicit learning and, among them, the acquisition of strategies to deal with abrupt changes in demanding environments – could help development of both the individuals and contexts.

The Core Factors in this Study: After dealing with all these aspects, let us now analyze the Coping factor, since the Burnout Syndrome has already been treated.

It is based on mental, physical and emotional fatigue the individual experiences due to the chronic involvement with work under emotionally demanding situations. But not all individuals react similarly when exposed to the same work scenario. It depends on the resources and strategies they have in order to face the situation: coping. This factor has been deeply studied so we will only point out some interesting aspects for our study.

To begin with, it is important to distinguish between coping styles and coping strategies. Styles are inborn tendencies to cope with conflict situations in a specific way. On the other hand, strategies are definite coping processes which are more changing and flexible, and, even more interestingly, they are the result of *learning;* i. e., they depend, to a large extent, on educational intervention, in which Professionalization plays a decisive role.

Lazarus and Folkman (1984, 1986) define coping strategies like the cognitive and behavioral efforts developed by individuals when confronted with situations that are considered emotionally demanding. They can be divided into two big groups: strategies centered on the action towards problem solutions, and the

strategies centered on emotion. Here, in addition to the problem, the individuals must control their emotions and reduce anguish (Lazarus, 1994, 2000; Freedenberg & Lewis, 1996). The results, as we will see, show the interplay of coping strategies and their impact on the levels of occupational weakening.

Material and Methods: We used quantitative methodology in order to measure the *burnout* and *coping* factors and other psychosocial variables associated to this theory.

Population: We worked with N=100 public employees, 42 men and 58 women; in different work environments (public and temporary jobs) and different hierarchy intermediate bosses and employees), Mendoza Government, Argentina. The average age was 43 and the average seniority was 16 years. As regards their level of education, 71% reached the Higher Education level (completed or not) and the remaining 29% reached lower levels.

We used three tests Maslach Burnout Inventory (Maslach & Jackson, 1986) and BM (Pines & Aronson, 1988), both to measure burnout; we also applied the Coping Strategies Questionnaire to measure coping (Frydenberg & Lewis, 1996). A qualitative instance complements the obtained results, which suggests possible "reasons" for burnout. The techniques used were the lexicometric analysis and the hierarchical evocation: besides, in-depth interviews were carried out on the individuals and key respondents, which helped analyzing thoroughly aspects such as expectations, goals, satisfaction levels within world of work, relation with the peers and superiors, among other aspects.

Results: We considered the relation between occupational weakening and the level of education, mediated by expectations and coping within a public employment context which offers very little possibility for professional growth, i. e., a context without much relation with the university students' work expectations.

The results show a population at risk of occupational weakening, since we observe high levels of cynicism among university students, in comparison with those who did not received higher education[10]. In contrast, the statistical analyses showed that such university employees also have a wider scope of coping strategies to confront the typical characteristics of the working scenario, especially those related to action and problem solution. In other words, university may have influenced on developing such strategies.

In our study, the results are relevant because applying these strategies could act as a bumper or "para-choc" against within a public work context, bureaucratized, hardly favorable for personal and professional development.

Once again, professional identities appear associated to education and work. There are self-sustenance loops: on the one hand, institutional cultures, values and strategies internalized by the individuals and on

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[10] See average points obtained with the "Maslach Burnout Inventory" (MBI), Maslach & Jackson (1986). In Aparicio et al., 2010 a.

the other, the individuals reinforce the identity/ies of the institutional systems or work organizations within globalized macro contexts.

The results call for the generation of mechanisms and the development of preventive programs, if a healthier professional life is sought for. The need for Professionalization, especially in our job environments, becomes clear.

Discussion: The results pose new questions. The low levels of burnout among university students, in relation with the high expectations at the moment of obtaining their degree (at least in Argentina, since entering university is part of the Argentine "cultural ethos") could be explained by the use of positive coping strategies. Such strategies could have led to a level of adaptation to an organizational context that is not so favorable for development.

With such reality, there appear three possible answers:

The first answer lies in the use of coping strategies, which could be used as "bumpers" for burnout. The statistical quantitative analysis shows the relevance of coping strategies as key psycho-social factors in the individuals' adaptation to context. Precisely, the most educated individuals possess a better mastering of such strategies, which could the result of the competences consolidated during University (this aspect appears clearly at the qualitative instance).

The second possible answer lies in the individuals' expectations. The quantitative analyses were complemented by a qualitative instance which tends to go deep into the "causes" and "sense" underlying the problem of *burnout*.

Qualitative tools (lexicometric analysis and hierarchical evocation) revealed strong criticism on the part of the university students in relation to the work context, which is characterized as follows: "monotonous", "bureaucratic", "repetitive", "hardly operational", marked by exaggerated "loyally" to authority, "difficult human relations…". Furthermore, when they were asked about their expectations as regards employments in the public sector, most declared they had "none". They do not have much expectation and they do not regard their experience though the world of work a main concern; on the contrary, they are centered on the level of management, and they are concerned about keeping their jobs, salary raises, job security (most of them have a "renewable employment contract"), which is all expected if we consider the economic and structural situation in Argentina during the last years. That is, the weak expectations for development in the public sector could also have an impact at the level of burnout: the individuals no longer expect to work in this sector and, therefore, they do not become so stressed-out as expected when they do not get what they did not really thought they could get in such job.

Finally, the third and last answer may lie in what Pérez Jáuregui (2005) calls the phenomenon of "over adaptation" of individuals to the work environment. In fact, it has been defined as the excessive adaptation of individuals to the world of work. Within this framework, the individuals tend to lower their

level of personal motivation and expectations and abandon their needs for creative adaptation in stressing situations. They accept and recognize the limit of their situation, are hopeless, do not demand anything; they simply adjust themselves to the structural circumstances at work and in the country. However, this process becomes unhealthy and, ultimately, leads to occupational stress.

Conclusion: From the theoretical point of view, results are a contribution, since in Latin-America, there are not many studies which relate the *burnout* syndrome with the level of education and its associated ambitions as in relation to coping. As for the rest, there appear identities and identity strategies (or defense strategies to face exhausting situations) associated to the *quasi* absence of professionalization in the Public Sector. Once more, there appears the interplay between Identity, Professionalization, contexts.

From an applied level: a) in an organizational level, the results could derive in continuing education and Professionalization programs in order to *prevent* stress, *burnout* and the drop of expectations. Besides, there is the need for improving working conditions so as to let the employees achieve better levels of satisfaction at work. b) At the individual level, prevention will lead to develop a better level of psychological well-being and satisfaction at work which will have an impact on the organizational quality in the medium term.

The fact that in many countries working in the Public sector does not allow for much professional development – which seems to be nearly perpetuating in history – shows loops of self-sustenance that help to preserve the rules of the system and its organizational identity.

1.1.2.3. Third Study: Identity, Professionalization and Health in Teachers. A Study about Burnout in University and Secondary School Teachers

Introduction: Occupational weakening or burnout syndrome represents a current problem in the teaching sphere. This study is rooted, especially, in the University Authorities' concern regarding teachers' gradual absenteeism, discomfort and stress. However, we did not limit this issue to the university level but it led to analyze and reflect upon the problem also in high school. Thus, we could see differences associated to the institutional environments. [11]

Objectives: a) analyzing the levels of burnout – in the light of psycho-social and work factors – in high school and university teachers in Mendoza, Argentina; b) comprehend the stressing agents affecting the task of the teacher, considering their own "representations"; c) from the epistemological viewpoint, analyzing qualitatively, on the one hand, the relation between identity/identities and the impact of the institutional and macro context on teachers' identity; on the other hand, analyzing the associations stated by the teachers in relation to Professionalization and its impact on the teachers' well-being or discomfort within macro social unfavorable environment, which devalues the teachers' image, affecting them also from the point of view of their economy, salary, recognition; d) finally, we expect that the results

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[11] For further detail, refer to Aparicio et al, 2010 b.

submitted to those responsible for the education will lead to generate new mechanisms in order to improve the teachers' health and, indirectly, the quality of the educational organization involved. As it can easily been observed, the three levels of our theory appear clearly: individual (teacher), institutional and macro-social level.

- *Brief Theoretical Framework about Occupational Weakening in Teaching*

In order to introduce the issue of occupational weakening in teachers, it is necessary to consider the socio-historical environment in which they are inserted. We should not overlook the effects of Postmodernity and, consequently, the present socio-cultural transformations affecting the family, schools and the teachers themselves.

Among them we could highlight the new *risk situations* with an effect on the educational institution, mainly: poverty, marginality, individualism, materialism, relativism, change of values. Nowadays, teachers are in charge of educating, supporting, feeding, mediating in conflicts, coping with violence. Unquestionably, all this causes burnout in the teaching profession, up to the point of making teachers sick. We will not deal with these considerations on the burn out theory again, since they been studied above (Langballe, Falkum, Innstrand & Aasland, 2006; Rabasa, 2007; Kim & Ji, 2008, Azeem & Nazir, 2008). Nor will we go back to the factors of the syndrome or the environments in which it was initially more applied (education and helping profession) to become extended to other fields later.

As far as we are concerned, Dr. Aparicio's perspective coincides, partially, with Ayala Pines's (Pines & Aronson, 1988). The author holds that *burnout* is the result of a process of disappointment which develops in individuals with high expectations and goals. Work, for them, has an existential meaning (Borsani & Aparicio, 2013). The contributions of Schaufeli, Maslach & Tadeusz (1993) are also important, from which there emerge the principal theoretical and etiological models of the syndrome. Nowadays, opinion is divided: some continue along these lines, while others more critical of the perspectives of the "founding fathers".

The truth is that occupational stress or *burnout* is becoming more and more an issue of interest in Argentina and internationally, as shown by much literature on the subject (Schaufeli, Maslach & Tadeusz,1993; Moreno Jiménez; Bustos; Matallana & Miralles, 1997; Azeem & Nazir, 2008; Rabasa, 2007; Langballe, Falkum, Innstrand & Aasland, 2006; Kim & Ji, 2008 and others).

- *Occupational Weakening or Burnout in Educational Institutions*

When the individuals cannot meet their expectations, their ideals melt down (in the case of teachers, the dichotomy between "what he wishes" and "what he can do". However, it should be said that each person perceives and construes each context according, not only to the characteristics of such context but also to their own knowledge, beliefs and styles; each person redefines it and give it *meaning*. Finally, such

aspects have been internalized from their social world. Each *burnout* experience is unique and personal, it implies a real loss – e.g., the absence of certain companions or places – of something the person values and cherishes inside, one's own ideals (Freudenberger, 1974, 1975).

On the other hand, teachers' life takes place in educational institutions (school, university), and quality of life they develop in them seems to affect their health. In other words, not every place constitutes an enriching environments nor are all the contexts beneficial for professional development, which may, in a differentiated way, favor or not the emergence of such syndrome. As regards identity, we could say that the quality of the organizations and institutions, as well as the levels of Professionalization, will influence on the construction of identities more or less shaped, more or less healthy. The latter tend to increase progressively.

Apparently, the prevailing culture of our times (macro social context) affects the teaching career, and teachers must appeal to new strategies and mechanisms in order to assure the required social and pedagogical conditions to help students develop specific competences. Often, the working conditions in teaching eventually affect the teacher's health, and our educational system is not the exception.

Esteve (1987), holds that teaching – within the historical and social frame – presents two opposite aspects: one of the is positive, for professional practice involves a type of interpersonal relation, in which teachers work with other people not with things. When this relation is satisfactory, work can become a source personal self-fulfillment. However, there is a negative aspect: professional practice may, in a few years; turn young teachers full of hope into embitter people, disoriented as regards their role, dispirited by their unfulfilled efforts to help students achieve their goals. To this, we should add a many a time adverse context within an institution that does not show recognition. Identity, as the result of a biography together with the relational level, feels the impact, and the individual is aware of the need to develop new identity strategies to "survive" within the system or "to try insertion in other contexts" (Dubar, 2000 a, b and c).

Materials and Methods

Sample: it consisted of university teacher of Philosophy and Literature School (UNCuyo) (N= 92) teaching in the following study courses: Education Sciences, Language and Literature (Spanish), and French Language and Literature. Of all the interviewees, 92% were women, 68% aged 30 - 50, 66% were married, 38% had two children and 78% belonged to middle subjective social strata.

Our second sample consisted of teachers of an urban secondary school in Greater Mendoza (N= 44), in which we observed: 86% of the interviewees were women, 45% aged 40 - 49, 59% were married, 41% were childless, and 77% belonged to middle subjective social strata.

We used quantitative and qualitative techniques: a semi-structured survey, in-depth interviews and the *Maslach Burnout Inventory* (MBI) (Maslach & Jackson, 1981, 1986). The MBI, has three subscales or dimensions – Emotional Exhaustion, Depersonalization and Personal Fulfillment –, which were analyzed according to scoring scaled validated in our context.

The quantitative methodology involved a type of univariate, bivariate and multivariate analysis. We will only refer briefly to the results of the univariate and bivariate analysis at both educational levels. We will also make a brief reference to the results related to qualitative dimensions.

On the other hand, from the qualitative point of view, we appeal to association of ideas within central aspects related to burnout using categories such as "achievement", "teaching" and "work". Later, we compared the university and secondary school teachers' answers, and we could observe the differences in valuation and self-perception of teachers in both levels with respect to the factors which could impact on their health, well-being and fulfillment

Results

- *Quantitative Results*

University Level: The descriptive results show that the teachers of Philosophy and Literature School (UNCuyo) do not evidence *burnout*. In addition, they do not show high levels of Emotional Exhaustion (17%) or Depersonalization (15%), and moreover, Personal Fulfillment is high (64%). Many other statistically significant relations appear as core variables (Age, Years of Work Experience, Number of years from the moment of graduation, Main Job, Salary) (Aparicio, 2010).

Secondary School Level: On the contrary, secondary school teachers show *burnout*. That is, they reveal high Emotional Exhaustion (50%), high Depersonalization (59%) and low Personal Fulfillment (43%). Other variables are associated to burnout, as in the previous case.

- *Qualitative Results*

They are presented in detail here according to Level and Category, then, they are referred to the categories and subcategories, to be finally interpreted *(Ibid.)*.

Category "achievement": Secondary School Level (SSL). Their work life is not a source of achievement, but rather of dissatisfaction and exhaustion (associated to a la indiscipline, school failure, monotony, students' apathy).

For *University Teachers (UT),* this category is associated to fulfillment. Moreover, we find concepts like: "publications", "research", "professionalism", "scientific organizations", which are only mentioned at this level and may lead us to reflect upon lower levels of exhaustion among university teachers. Professionalization at University appears as a central factor satisfaction.

Category "teaching", Secondary School Level (SSL): Secondary School teachers associate terms like "love", "teenager", "student", "devotion", "vocation", "commitment", "responsibility, "respect". All of them are highly charged at the "socio-affective" level and suggest typical features of professionals who offer certain orientation or help to others, which have already been described in the literature on *burnout*.

However, they also refer to teaching in terms of "exhaustion", "frustration", "pressure", "burnout", which reveals more clearly the presence of emotional exhaustion at the Secondary School Level.

Teachers at the University Level (*UT*), the same as those at the Secondary School Level, associate the term "teaching" to words with a strong socio-affective connotation such as "love", "respect", "responsibility", "devotion", "commitment", etc. However, unlike the secondary school teachers, concepts associated to burnout appear less frequently. We find words like "updating", "critical judgment", "research", by this environment. Particularly, we can say that, the same as in the category "achievement", there appears an interesting relation between training and professional development. Once again, Professionalization is associated to another type of Identity.

Category "work": teachers at the *Secondary School Level (SSL)* associate words like "love", "dignity", "teenagers", "responsibility", "commitment", "devotion", "values". These associations are complementary to those analyzed for the categories "achievement" and "teaching".

At the *University Level (UT),* teachers mention different associated concepts like: "achievement", "professionalization" and "your place in the world", which reveal higher level of satisfaction with their work.

Health, Identity and Professionalization are associated at every level and every analysis. The results represent a challenge for institutions, individuals, and, at the decision-making level, for the authorities in charge of administer the policies regarding Education, Employment and Health, and as far as we are concerned, more specifically, those related to Professionalization.

Conclusion: This study offers quantitative and qualitative results leading to make us aware of and deeply analyze the reasons and the "sense" of a "burnout" and a "non-burnout" in Secondary School and University teachers in Mendoza City.

We observe Secondary School teachers with a low level of personal fulfillment, with unrealized expectations, exhausted, disappointed, and more and more detached. We find secondary teachers whose achievement is associated to their students and their students' performance; such "achievement" becomes more difficult to get due to indiscipline, apathy, lack of support…

As regards university teachers, we find a higher level of personal fulfillment, with expectations on professionalism, perspectives for research, which becomes factors protecting them against exhaustion.

Therefore, we can state that there are differentiated profiles in relation to context and institutional dynamics. They reveal differentiated *identities* on the part of the individuals and the organizations involved. These identities (which also show the gaps between *what it is* and *what it should be*, between that which teachers dreamed of when they chose their profession, that lifestyle, and their day-to-day demanding reality) are translated into different practices and involve educational quality of the institutions. The lack of Professionalization at a desirable level becomes evident.

Weakening, increasingly extended, involved different decision makers, especially those globally administering Education and areas related to Health and Work, and more precisely, those administering singular institutions. Research reveals that each of them offers a specific reality, "situated", which implies specific demands that, should they not be considered, jeopardize the teachers' health y, more seriously their self-fulfillment, thus, affecting their identity.

1.2. Identity, Resilience and Professionalization. Interplay of Micro, Institutional and Macro Contexts

General Framework: We will now deal with the aspects which define this study for the sake of brevity.

This study is related to the general issue of Quality at the Institutions (University in our case). I was carried out on a population of students who have their studies, to which we have already referred (See also Aparicio, 2013 d). Such delay represents a widespread problem evidenced by the high rates of drop-out at University (almost 70%, as pointed out before). Training is rather centered on the disciplinary area, yet it is inadequate regarding other competences necessary for success (university and work market levels); i.e., relational and communicational competences, coping strategies, etc.).

As regards Resilience, it may be defined as "the capacity of individuals to react and overcome adversity, which implies a set of qualities favoring a successful adaptation and transformation, beyond the risks such adversity involves". Such components are important in relation to success and failure. The capacity to resist pressure, build a healthy life even in an unhealthy environment involves, mainly, a set of social and intra-psychic processes; secondly, in relation to capacity, resilience concerns *not only the individuals*, but also the *groups* (family, educational institutions, organizations in the work market, the community, or others). Resilience helps individuals *act* correctly and succeed in spite of unfavorable circumstances, *thanks to the trust in one's own efficiency to solve problems and adapt to change* (Puerta de Klinkert, 2002)[12].

Hypothesis: A high level of resilience (RESIL) has a positive impact on university achievement; in other words, strong bonds and opportunities to overcome obstacles and manage to avoid delay in studies.

Material and Methods: it was quantitative and qualitative.

The population has already been described in Section University Students (N=229 individuals, 1985-2004, 6 Faculties, UNCuyo).

Techniques: We applied specific tests to measure the different variables (*conditions* of the model): S*trategies to* "cope with" difficulties (Frydenberg & Lewis), attributional Styles (Seligman, 1975, 1981), *Motivational factors* (MAPE, Montero & Tapia, 1992) and Resilience (Henderson & Milstein,

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[12] Further bibliography, see Aparicio 2007 a and b and subsequent articles.

2003), considering dimensions privileged in literature in relation to school and professional achievement. The quantitative variable representing *effect* in our theoretical model (relatively low achievement) is university achievement (called RU); a compound index. This model also includes, like the others mentioned above, core, sociocultural, structural-psychosocial and factors.

Finally, we worked at a descriptive, correlational and predictive level. Reference will be made only to some relations of interest as regards Health and the global problem: organizational quality and the confluence of factors in interaction which involve the individual, the institutional and the macro level. Working with different Faculties enabled us to see the impact of the different areas as Resilience producers – or not – (institutional identities). In addition, we observe which aspects define these institutions and provide them with a certain identity which, in many cases, continues over time (it should be remembered that they are studies covering several cohorts and even decades). In other words, these identities, under different structural situations in Argentina and/or the same educational system, have remained or continued, being just a few, in our research, those which reveal changes according to the representations of the actors (students and teachers).

These changes or innovations become concrete by including systematic instances of Professionalization which are demanded, on the one hand, by the social-macro context, and on the other, by the individuals in search of their own professional development and their own needs to be recognized at the work level. Identity/Identities and Professionalization are associated again to institutions, individuals and socio-occupational problems.

Results: they show the role played, particularly, by coping and Resilience on the delay in studies, which in turns, will influence on the possibilities of insertion in the work market, which is becoming more difficult every day. As regards Resilience, we have found two dos sub-factors which, in fact, predict RU: the presence of bonds and the opportunities offered to the individuals: Resilience through strong ties and bonds, rich interactions within the educational community, and Resilience through Opportunities for development, for training in conflict resolution beyond adversities, by means of scenarios of urging problems in order to create the necessary competences.

Conclusion: These results represent a significant contribution. First, they help to deeply understand University Reality and the factors underlying failure: only 17 % of the students obtain their degree; 70 % drop out their studies and the rest "decides" to prolong them. This problem involves significant material and human costs in terms of frustration and of a series of psychosocial answers: anomy, feeling of void, depression, etc. Second, they reveal the needs for our systems to work on Professionalization, to consolidate and/or build "social competences" (as the author calls them), considering that they represent a factor favoring the individuals' university achievement decent, institutional « achievement » and their quality and, in a second moment, theses competences will be needed and privileged at the moment of entering

work market. Third, they invite the institutions not to concentrate only on the disciplinary area but also to implement Professionalization at the level demanded by the current contexts; to center on the building of competences to cope with the difficulties in life. Disregarding the interest in professionalizing training with those objectives means to forget that all that will have an impact on the *psychosocial effects, on structural unemployment or underemployment,* emphasizing the lack of coordination between the productive system and higher education in our countries (See in detail, Aparicio, 2005 a). At the macro-social and work level, especially, at the organizational level (Faculties which favor, or not, the construction of Resilience) and at the individual-micro level (the mainstays of our theory) they appear again (see statistical data, Aparicio 2007-2013). Personal and professional identities appear associated to insertion in specific Faculties, for each of them favor a system of rules, values, they set up priorities (demands, communication, human interactions, etc.). This training in "psychosocial aspects", demanded by the market of today, will have an impact on insertion, positioning, professional mobility, etc. (See Aparicio 2005 a, 2015 a). And the loops of self-sustenance, whether in the sense of the perpetuation of specific organizational cultures, whether in the sense of innovation, will help certain perpetuation of the social cultures or, on the other hand, of change, transformation, and growth (See Aparicio 2005 a, 2007a and b, 2009 a, b and c).

Discussion: The lack of training in these aspects impact on the possibilities of achievement at University and in the work market, as evidenced by several studies we carried out[13]. The training in "social competences" an in the factors to cope with obstacles represents a concern from the point of view of productivity and equity, particularly in the developing countries.

Finally, we could make reference to many other results about this issue, including this study, related to Health and wellbeing of the individuals who "speak" of Quality of the Organizations, dealing with factors such as Coping, professional Satisfaction , among others.

We cannot do it for the sake of brevity**.** We assume that the studies we have referred to show the mainstays of our three-interacting-level theory in "action". Besides, there exist the relations between Identity and Professionalization, another issue in this publication.

2. Science

Professional Mobility in Relation to Satisfaction and Scientific Production. An Interplay between Scientist, Organizations and Macro-Structural Contexts

This work has been carried out with scientists and research teachers (Mendoza, Argentina). Our objective was to analyze the impact of some psychosocial factors, particularly the effects of leadership

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[13] Aparicio, 2005 a, 2007 a, 2007 b. We refer to relevant or synthetized works. It should be considered that Dr. Aparicio has published over 200 articles about this topic, and associated ones, to which it would be impossible to refer.

on scientific production and satisfaction in those who reached the highest positions within the scientific system, that is, those who had access to a high professional mobility and who, by then, were part of a structural context which imposed important limits to promotion and development. The results were compared with those provided by the team members who have recently started their scientific careers (low level of leadership).

Three core issues: Professional Mobility, which leads to high Positioning in the hierarchical scale and allows to distinguish the Team Chiefs from the Team Members; Scientific Production and the level of Satisfaction in both teams. The conjunction of such characteristics leads to personal/disciplinary/organizational Identities, called "colleges invisibles" (Aparicio 2014 b; Crane, 1972)**.**

Our work combines the three levels of the theory: macro structural (political-economic), méso organizational (research teams), and micro individual: researchers (Chiefs and Members). Interaction and self-sustenance appear clearly at the three levels within Dr. Aparicio's theory called "Three-Dimensional Spiral of Sense".

Theoretical Framework: The important research done by the UNESCO (1971[14], 1979) (Knorr, K., R., Mittermeir, G., Aichholzer, R., Waller, G, among others) will be our referent.

We also found some research-works, with controversial effects and very few significant results (Meyer, 1976: 516; Perrow, 1987; House & Wigdor (1967; Etzioni, 1965). In the available literature there are no studies which relate, specifically, professional mobility and satisfaction at work according to the disciplinary areas, despite the fact that promotion is a currently worrying matter in a conflictive market (Dubar, 1995). Therefore, at this point, it was decided that an analysis would be carried out to determine the relationship between such human factors (psychosocial or other existing variables) and the mobility observed among researchers belonging to different disciplinary fields[15].

Hypothesis: a) the levels of satisfaction of the scientists may vary according to the effective mobility/promotion in the scientific system; b) such levels may vary according to the disciplinary area of origin.

Material and Methods

Sample: A stratified sample was taken from universities and different disciplines, based on a population of research teachers of the Incentive Program, both from the metropolitan and the Cuyo regions

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[14] International Comparative Study in Organizations and Perfomance of Research Units, UNESCO (1971).

[15] The International Standard Nomenclature for Fields of Science and Technology was used. UNESCO, 1971-1989. It was only logical that the "disciplinary homogenization" referred to by the author (systems of beliefs, values and assessment, which differ according to the disciplinary field they belong to –"hard" or "soft" sciences – associated to socialization and traditions), will show a different level of satisfaction concerning the different psychosocial factors at stake in the grids created. See Aparicio, M. 2002, op. cit.

(N=1511). The final sample is N=355 units R&D[16]. At this first stage, the research teachers were from Universidad Nacional de Cuyo (N= 53 Research Units): one chief or director and members.

Materials: Both qualitative and quantitative techniques were used: anecdotage and non-obstructive observation for the former; and two questionnaires for the latter[17], which constitute central instruments.

a) The questionnaire concerning the R&D units was answered only by Chief-Directors, who informed about that unit (human and financial resources, scientific exchanges, age of the research units, national and foreign income resources and the product, among others).

b) The Core Members questionnaire provided data and opinions and referred to the social role of individuals working in the R&D units, together with information about working atmosphere, perceptions about their jobs and opinions regarding budget, resources and services, power and influence, research work organization, etc.

Seven central scales of Satisfaction were designed[18].

Results: Levels of satisfaction, it was observed, are not independent from professional mobility or from the associated fields of specializations.

a) A significant association exists between Professional mobility and Satisfaction at work, with no distinction between "hard" and "soft" sciences (disciplinary fields).

b) Making a distinction between the two types of sciences, it can be detected that there exists a different association between the factors playing a role in the variables Satisfaction at work and Professional mobility in both "hard" and "soft" sciences. This reveals different professional, disciplinary and personal identities.

c) No co-relation was found between Mobility and Product.

d) No co-relation between Production and General Satisfaction. There is a negative significant co-relation with the index for Satisfaction with bosses or directors. This means that Mobility is not always accompanied by Satisfaction. There are no linear relations. The result is apparently paradoxical but is also rational: those who invested more are also the ones who expected more form a system which demands a high level of professionalization and professionalism, according to the Expectancy-Valence Theory (Weiner, 1982; Feather & Davenport, 1981), and the "inversion" model (Becker, 1964). However, in structural contexts of growing stagnation and anomy (Heintz, 1970), there exist limits for effective professional and personal development. In addition, this benefits development and quality in the scientific organization and at the identity level. Along this line, we have found a *quasi*-typology of

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[16] 5% error margin.

[17] The questionnaires were adapted by the author, based on the one used by UNESCO in the International Study in Organizations and Performance of Research Units.

[18] Planning, Atmosphere at Work, Supervision /boss, Level of Satisfaction with Co-workers, Material Factors, About your Job, Responsibility, a Product Scale and a Professional Mobility Scale Lickert.

identities: blocked, preserved identities in terms of satisfaction, others are under construction or looking for new jobs, new ways of professional and personal development.

Once again, there appears the sustained interplay between individuals, organizations and contexts.

3. Media

The Reading of Social Data and the Institutional Imprint: An Interplay of Individuals and Contexts

Introduction: This study tests hypotheses included in the psycho-socio-communicational paradigm, which emphasizes the long term cognitive effects of the *media* and the role of the psychosocial subject as recipient: the hypothesis of "agenda-setting" (Cobb & Elder, 1971; Mc Combs & Shaw, 1972; Gerbner & Gross, 1976; Ettema & Cline, 1977; Iyengar, 1979; Bregman & Missika, 1989; Aparicio, 1995 a).

It was important, in the scope of our work, to clarify the agenda effect through several factors, like: a) the exercise of the individuals' critical role (here "filter") regarding information, thanks to which we could reduce the recognized power of the media in designing the cognitive maps; b) should "university" education become a real filter together with other psychological characteristics and performances, it could be confirmed that the agenda effect does not always work, nor for everyone, nor always in the same way; c) the inadequacy of studies on this issue in Argentina increased the interest in this first attempt of hypotheses arising from agenda setting model; d) this problem, from the epistemological, methodological and social point of view, will ultimately allow for the integration of several disciplines interested in the processes public opinion maker.

As far as we are concerned, we wished to analyze the appearance of the individuals / contexts relation in their sustained interaction. This was possible thanks to the extensive time of our research in a changing structural framework and carried put in several study courses (micro-organizations) of the UNCuyo (Aparicio, 2002; 1980-2004 and 2005-2014).

Objectives: a) To elucidate such effects in audiences with different levels of education, b) To detect levels of manipulation and homogenization of the "mental maps" linked with the centralization of the "fourth power", c) To analyze if institutional affiliation (different faculties and/or study courses) has an impact on the "filter of the news" from the point of view of the prevailing ideology, beliefs, defining purposes, priorities. In other words, we wished to determine if such institutional affiliation influences on the cosmovision of the individuals in them (here, the students), contributing to the design of such mental maps.

Hypothesis**:** The central hypotheses are offered, taking into account that forty nine were considered: a) there would be a marked correlation between the order of importance assigned to the information by the *media* and that adopted by youths (high incidence of "mental construing"), b) receptivity of the

addressees would vary according to cognitive competence; c) the institutional characteristics could impact on a different interpretation of the social reality, producing certain homogenization in the "mental map" of the individuals in them.

3.2. Material and Methods

Sample: It was made up of graduates (N= 516) and drop-outs (N=2157) from eighteen careers in Cuyo University (Argentina) between 1980-1993; research work that has been carried out to date. In a second instance, the research continued until 2012 (Aparicio, 1995 a and b, 2001, 2002, 2005 b, 2013 b).The sampling was stratified and the start, random, confidence interval was taken at 95% and error margin at 4%.

Instruments: Quanti-qualitative techniques were complemented: semi structured survey, in-depth interviews and anecdote accounts. Also, tests were applied in order to observe the behavior of certain psychosocial variables (such as aggressiveness, self-esteem). The analysis was made in two instances: products and *processes*.

Procedure: a) Survey of data in files over ten years old; b) Implementation of the aforementioned techniques. Being a vertical assessment, the follow-up was carried out private addresses, as graduates and drop-outs were no longer in the educational system; c) The survey of both agendas (those of the *media* and of the public), setting up of the time frame, took into account the models of the agenda/effect: awareness, relevance and priorities (Becker, McCombs & McLeod, 1975). Graphic *media* was also used (six representative national newspapers, displaying different "ideologies"). The comparison procedure for both agendas and analytical strategy are original. It is the first study done in Latin America which takes the agenda-setting paradigm as referent.

The range of variables was very wide (N=151), covering psychological, base line, pedagogic/institutional, structural and communicational aspects. Finally, hypotheses and results were compared. The methodological options made it possible to analyze the relation between institutional affiliation and the news selection made by the sample. For such purpose, an analysis was carried out of such selection according to Faculties and Study Course, and we could observe the institutional effects on news reading, in addition to the mediation of other (psychosocial) variables which are out of our objective here.

3.3. Results:

Hypotheses concerning Social, Cognitive and Media Psychology were corroborated, as well as those related to the influence on the training on the part of the institutions, leading to prioritize some specific news over other. As far as our interest goes, we could clearly see the relation individual/institutional context, i.e., the relation and interaction between the micro and meso organizational levels, as well as the influence of socialization, on the basis of certain personal and

institutional homogenization. This leads us to the presence of cultural-institutional "identities" which reappear in the individual' "identities", getting feedback as time passes by, and the institutions, in a way, "perpetuate some of the characteristics that define them".

As regards the mainstays of the aforesaid pre-theory, the non-linearity in communication, retrieved from the models which emphasize reception, breaks with the mechanicalness in the relation producer-receiver but not with the effect itself.

a) The agenda/effect is observed: youths consider relevant only whatever relevant for the *media.* The remaining information is not recovered nor is able to access the "cognitive maps". b) A high homogenization of thought in thus confirmed, as a result of the homogenization of news (incremented in quantity by of unified quality).

Nevertheless, it is interesting to point out that the strengthening of a certain image of reality is not found in the same for all, not every time, depending on the conjugation of different factors among which education act as decisive filters. In addition, the different readings that can be done in the different programs reveal disciplinary and institutional identities. Results show different interpretations and levels of "filtering" in accordance with the pertaining institution. c) Finally, as far as we are concerned, there exists a clear institutional influence in the cosmovision young people as regards the news selection they make of the offers of the media. Individuals and contexts once more in their interplay.

3.4. Conclusion: There is a common axis to the hypotheses on agendas "*...nous disent non pas qu'il faut penser, mais à quoi il faut penser"*[19] which impinges clearly on our "mental maps" (Pasquier, 1994).

This fact constitutes a source of concern if attention is paid to the uncritical dazzling which the new language prevailingly elicits.

This constitutes a challenge to those who must prepare for a responsible interpretation of images ("visual literacy") and for the training institutions.

4. International Relations

Identity and Professionalization. An Analysis from a Three-Level Perspective about Food Aid (International Cooperation)[20]

Brief Theoretical Framework: The fight against hunger is a worrying issue due to its consequences and the magnitude of this growing problem. Despite of the many efforts made by the international community and the relative decreasing figures related to hunger, 870 million people are still in a state of undernutrition and 2.5 million children under 5 years of age due as a consequence of malnutrition. In this

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[19] "…they do not tell us how to think, but what to think."

[20] Santander Aparicio, M. (2012). El Rol de la Ayuda Alimentaria en el Contexto de la Lucha contra el Hambre Mundial: Un Análisis de sus Efectos Positivos y Negativos. Master Thesis. FLACSO. San Andrés University and Barcelona University.

context, Food Aid plays a fundamental role. In the area of Health, as can be seen, it appears again from another viewpoint: International Cooperation.

This work, in which Dr. Aparicio was the epistemological-methodological advisor, goes through all the instances International Organizations have followed since the 40s, it points out the most relevant aspects and those which are different from the previous instances. Furthermore, it analyzes their actual impact on the area of action and, as far as we are concerned, the negative and positive effects of the implemented "actions. This analysis was performed based on the Theory of the Three-Dimensional Spiral of Sense, which includes three levels (macro, meso/regional and micro individual) from their sustained interaction. We will refer briefly to the Objectives, Hypothesis, Methodology and Results of this study related to such theory.

Objectives: a) to analyze the positive and negative effects of Food Aid on its beneficiaries at the macro, sectorial and individual levels[21]; b) to analyze the influence of the political-commercial interests of the countries benefiting from and those providing the Food Aid an the impact on it; c) to be aware of the world hunger map, "in figures" (during the 90s) and the evolution of Food Aid "in figures".

Hypothesis: Dimensions related to different levels (individual, sectorial and macro) influence on the positive and negative effects of Food Aid; these levels are not inter-independent, but keep relations of semi-dependence and semi-autonomy.

Material and Methods

It was quantitative-descriptive (evolution of the map of hunger in the world) and qualitative (bibliographic revision and document analysis). Reading the documents helped us detect the Core dimensions of this problem. Once listed, they were regrouped according to the three levels of analysis: individual, meso/sectorial and macro.

At this individual level, we have regrouped, also, the dimensions appearing more frequently as follows: psychosocial, cognitive, related to health, sociocultural and structural. At the sectorial level, we have regrouped the dimensions according to the supply/demand interplay; this aspect lies at the bottom of positive and negative effects observed. It should be said that, here too, there appear some of the dimensions observed at the individual level, approached, however, from the "sectorial" dimension. Finally, at the macro level, we have regrouped the macroeconomic/commercial and macro political dimensions, depending on whether they are providing or beneficiary countries. Once again, the dimensions observed at this individual and/or sectorial level appear here.

Once the qualitative nodes, the categories and subcategories within each of the levels were determined, we proceeded to explain the concrete examples, taken from international Cooperation level, the positive effects for the macro, meso and micro level and the feedback circuits. It was likewise carried out regarding the negative, pervert effects or "non-desired effects" (Boudon, 1977).[22]

Results: Unsurprisingly, as we go forward on our research. We could find the same factors/dimensions at the three levels: macro, meso regional and micro individual. Also, we could observe the importance of the micro decision-making factors in a problem which is more related to a macro level (International

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[21] The effect at the individual level is, evident by the name, on the individuals. The effects at the sectorial level are the individual effects with aggregated data: population and local market. The effects at the macro level are those comprising macro-economic and macro-political of the benefiting countries.

[22] In fact, intentions may be good but the causal interplay of multiple factors leads, on many occasions, to unwanted effects which have a final impact on the actual result of Food Aid.

Relations/International Cooperation). Taking just one example, finally, it is the individuals the ones who decide upon their beliefs, preferences, interests, ideology.

Not only the international or regional polices are involved. That is, it is useless for the providing countries to send meat to a beneficiary country whose religious beliefs forbid its consumption. Therefore, Food Aid is ineffective. This simple example reveals how the three levels, once again, interact: society, culture and individuals.

5. Interculturality

5.1. Research in Argentina in the Area of Interculturality: Interculturality, Identity and Professionalization. Towards constructing a New Transdisciplinary Area: Psychosociology of Interculturality

Finally, we will only make reference to two works directed by Dr. Aparicio, done with tertiary-level teachers of Mendoza (Argentina): Even though they are of different natures, they both stand on the same epistemological mainstays; i.e., la interaction between the three levels appears in a particular way in the Theory of the Three-dimensional Spiral of Sense (Aparicio's theory, 2015).

5.1.1. Professional Identity, "Ecologic-contextual" Identity or Identity regarding the Institutional Imprint *versus* Identity in Native Peoples (Natives)

Introduction: We will only point out the aspects revealing, once more, the presence of the three levels sustaining an interpreting themselves: macro, meso and micro.

It is a work carried out with Biology teachers at the tertiary level (INFD (Institutes Teaching Training). The purposes were: a) determining whether the social representations of those who studied at university and currently work as University teachers, are imbued with the scientific paradigms of such institution; b) determining how much such representations differ from the representations of populations that have not at all been contaminated by that paradigm (natives living isolated from the local community). I other words, we hoped to determine the differences and similarities between scientific thinking versus common sense regarding the notion of "evolution" and other associations: "life", "death", "identity" (Moscovici, 1961 and followers, Aparicio 2005 a, 2007 a and b).[23]

Briefly, the general objective (qualitatively speaking) was to understand the mainstays of the cosmovision of the respective groups as regards the notions associated to biology.

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[23] In the latter, there is extensive bibliography in different languages.

Materials and Methods

Sample: We worked with a sample consisting of four sub-populations: a) teachers working at university (where, according to the results, the scientists imprint still seems to be strong), b) teachers who studied at university but who work at the only boarding secondary school in an area of Mendoza where 140 natives still live, c) students at the last year of such boarding school who live with the teachers throughout the year, for it is a remote school sited in an of difficult access. This led to the hypothesis that the teachers' and students' cosmovision would share some aspects, far from the university teachers' cosmovision and that of the group of chieftains or "shamans" in a native population (N=3).

The methodology was qualitative. The techniques were: document and lexicometric analyses, hierarchical evocation. They helped us make intergroup comparisons between the shared representations, their similarities and differences.

Results: The results showed that, regarding the notions of biology taken as core-nodes (life, death, evolution, identity…), there were big differences about the way to interpret such notions; i.e., the representations of the different groups become significantly apart. Among those working at university, the weight of the scientists imprint appears clearly in the evocations and becomes quite apart from the remaining ones. The teachers' and students' representations reveal, in a lessened way, such scientists-evolutionist imprint, thus becoming closer to each other (secondary teachers and native students); in addition, the secondary school teachers' and students' representations, who live together, become quite closer to each other. We can see a prevalence of rather affective aspects, and separation from the notions included in the current scientific paradigms. Finally, the representations of the chieftains – who never went to university, not even to the city, i.e., thinking uncontaminated by the scientific perspective – show total lack of those scientific conceptions from the point of view of the terms mentioned. On the contrary, they prioritized the social, transcendental/existential aspects, the care for the environment (ecology). It is necessary to point out that such aspects are *quasi* absent among the "theoretically" more professionally developed individuals (university teachers), but who often overlook the ecologic, environmental aspects, which are transcendental in life, thus contributing to the destruction of the planet due to their concrete practices and teachings.

The three levels of the theory inter-penetrate each other and influence on the macro vision, in the vision of the educational institutions (university and non-university) and in the vision of the individuals (inserted in them or which are completely unknown to such individuals). Once again, the three levels, the heart of which is in culture, interactively self-sustain each other, transforming each other in a spiral movement which sometimes helps perpetuation of a "pure" thought regarding science (untouched by science), or of biological evolutionist ideas that have been influencing teaching for centuries now. The contextual design, the institutional design and the internalization of the individuals, once more interact

and clearly show different identities. Finally, the imprint of the University speaks, indirectly, of Professionalization; almost absent in the rest of the populations. Context, institutions and contexts. Social, institutional and personal Identities (professionals or not). We will resume the issue at the end, in order to reinforce the role of the socio-cognitive processes playing in this sustained cultural inter-penetration (See Aparicio, 2007 a and b).

5.1.2. Identity, Professionalization. A Study on Native People University Student in Argentina

Introduction: The appearance of different sociocultural processes in the present contexts invites society in general and the Universities in particular to acknowledging their heterogeneities, their conflicts, their potentialities and their most urgent demands. Within this framework, the increasing visibility and native youths' participation in universities in the last years has become very important in the identity and ethno-education processes. Dealing with interculturality in the academic areas, implies processes favoring new ways of connection and knowledge between the institutions and the groups of people in culturally diverse societies. When a Universidad creates areas of dialog and promotion, it generates and promotes situated knowledge; i.e., significant knowledge for the different environments. Hence the inextricable relation between knowledge, localization and subjectivities[24].

This work, directed by Dr. Aparicio, deals with core, psychosocial, sociocultural and organizational factors (particularly, the last two) connected to the academic performances of sudents belonging to aboriginal communities at Salta National University and Cuyo National University. In the region of Cuyo we worked with *Huarpe* people and in Salta with *Kolla*, *Aymara* and *Wichi* peoples.

We aimed at identifying: a) the underlying motivations for choosing studies at university; b) the factors with an impact, particularly, on entering, staying at and graduating from university; c) the institutional acceptance, inclusion and promotion strategies; d) the problems associated to identity; e) the level of Professionalization observed in different strata at University which aim at favoring these populations' integration. We can briefly say that the central issue here is Professionalization, dealt with from different approaches. In fact, despite the intention to help the la insertion of young natives, Universities do not seem to provide the adequate polices and resources yet so as to create areas open to cultural diversity (Aparicio, 2014 k[25]; Wieworska, 1996, 2008).

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[24] Aparicio, 2014 g, h, i and j; Aparicio, M. Et al (2014. k).

[25] This study was carried out at the descriptive level (analyses of Argentine Universities Curriculums aimed at including and support of natives), quantitative-descriptive (analyses of insertion rates vs. graduation rates, delay, etc., according to University and ethnic origin), and qualitative (analyses and interpretation of the native students' representations about the factors which helped them enter university as well as the obstructing factors (including the sociocultural and organizational factors). The theoretical framework refers to such factors (Theories related to achievement, to Identity and to Professionalization), applied to minority groups. This analysis is particularly important regarding Professionalization and the implementation of mechanisms to favor graduation and continuity.

Material and Methods: It was quanti-qualitative (semi-structured surveys with open phrases in order to later apply the hierarchical evocation technique, interviews and key respondents and observation).

Results: We cannot deal here with the wide scope of results. As far as we are concerned, it is necessary to reconsider the issue of Professionalization, at the political-educational and institutional level, from its various aspects. The continuity rates are quite low, which means that Universities do not have professionals trained in welcoming "the other", "the different one" within a context which favors diversity. Social labeling and communication problems persist, the teacher-student interactions are not close, and engagement is inadequate. Professionalization becomes indispensable here, and also as far as activities and mechanisms are concerned, which are still insufficient and/or ineffective. All this appears in the theory developed by Dr. Aparicio as regards the interweaving of Social Psychology, Anthropology, Psycho-sociology, Sociology and Training, among other disciplinary areas.

As regards the issue of Identity/Identities, having worked in different institutions with different ethnic groups (in Mendoza and several in Salta) reveals an enriching interplay of personal and institutional identities. There are relevant differences and similarities showing, once more, certain institutional homogeneity, which reveals their identity/identities. It is the result, on the one hand, of past, of a history, of macro-social conditioning factors regarding the cosmovision about certain ethnic groups and their rights; on the other, there is the confluence of common aspects in the personal identities of those who belong to different aboriginal communities and different institutions. More precisely, the results differ according to the institution and ethnic group, which leads to cultural identities. Once again, culture, creator of and created by a dynamic movement – core aspect of this three-dimensional spiral of sense – appears central (Aparicio, 2007 a and b).

On the base, there are again socialization, culture or cultures overlapping each other in a linear and self-sustained movement.

5.2. **International Research**

5.2.1. The Rumult Net (Multiculturality University Net). National Universities of Cuyo, of Salta, of Comahue and the Catholic University of Temuco (Chile)[26]

This research shares common core aspects with the previous one, yet it differs from it since it is part of the international area due to the inclusion of the Catholic University of Chile (Temuco), with a numerous Mapuche population. A similar case is shown at the University of Comahue (Argentine Patagonia), where there is also a Mapuche population.

The range of ethnic groups in the north, center and south of Argentina and Chile was thus completed. These interesting theoretical results have been submitted to the SPU (University Policies Department) (See Aparicio et al, 2010-2013). At the qualitative level, they reveal specific identities and problems for each institution and national macro social context.

5.2.2. Intercult Net (Interculturality University Net). National University of Cuyo and University of Jujuy (Argentina) and the Universities of Cadiz, Spain; Paraguay, Colombia, Costa Rica and Mexico[27]

It is an extention of the previous project, also, at the international level. We will not refer again to the theoretical bases, objectives, hypotheses, methodology[28]. The central objectives are the same. However, dealing with ethnic groups from very different contexts (sometimes several groups of the same country) and making inter and intra comparisons, will help us enhance the theoretical and applied results, in order to improve the Quality of the Organizations regarding diversity acceptance, Professionalization and respect for cultural Identity. As it has already been said, this implies, from the perspective of the construction of reception mechanisms, "in situ" and distance support to complementary teaching training in order to provide teachers with social competences, particularly, to accept "the other", "the different one", and respect and preserve their identity, specifically, as regards practices. The inadequate development of the aspects included into what is called Professionalization is associated to failure and poses a challenge.

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Interpretation of Results

It would be impossible to deal at this point with the results according to factors, in themselves and their dynamic/systemic interaction or "back and forth" movements between individual and contexts within the different research works. As for the rest, some of them have been presented in or derived to the work which deals with them in full[29].

I will simple remark some theoretical-methodological contributions and limits and the theoretical/model nodes which get us closer to a renewed theory.

In principle, the analysis revealed differences and similarities in relation with the discoveries in Argentina and other countries (particularly, French speaking countries).

This is quite important from the point of view of the construction of our theory. In fact, we could see the change of sense shown by some variables in relation with the findings of other European studies. This

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[27] Sponsoring: Project presented to the University Policies Department – SPU, Argentina. Cf. Aparicio, 2013 f.

[28] So as not to refer to the great amount of existing bibliography related to Multiculturality and Interculturality, we will only mention Dr. Aparicio's Book (2014 g).

[29] For a synthesis, see Aparicio, HDR, 2007 a and b.

could reveal a key aspect in our framework: the importance of the *interplay* between the individuals and their context (here, the institutions/organizations in the labor market, the State, all this on a macro framework, of different priority origins and problems); it could also reveal the importance of a "contextualized" analysis and of a methodological approach aiming at recovering the sense of human behaviors or actions within the "back and forth" movement between the individuals and their contexts; finally, it could reveal the importance de specific reappropiation of the disciplines involved based on a comprehensive approach. The observed differences, in fact, let us outline new approaches and invited us to review theories and methods.[30]

The analysis strategy we have chosen, once we went through the different methodologies an theoretical lines, has also let us, at the *theoretical* level, propose new *sui generis* systemic models based on research *carried out on-site*, which recover the decision-making *processes*, in principle ant the "psycho" level, yet also indirectly, at the macro level. It also let us recover certain nodes and origins of different issues within the organizations, particularly, the value of socialization with its psychological-cognitive mechanisms and their effects, whether positive or negative.

The similarities found in this work let us infer the existence of a certain disciplinary, institutional, organizational and also and basically cultural homogenization *in vivo*; a certain "standardization" already appearing in the first research works (descriptive level), which will eventually melt the differences (both at the level of the individuals and the organizational level), with the aim of protecting institutional identity.

In fact, our results gradually showed that there are homogeneous profiles inside the faculties of one University, according to academic units/faculties and academic "areas" ("hade sciences" *versus* "soft sciences"). Such homogeneity within each institution could be expected to some extent; however, it surprised us due to its extended presence and "power". This fact worries us, especially as regards University, if we consider that it is the "place" where critical thinking is developed, although the results show that certain micro-institutions produce "cultural drugged", "blind" to other perspectives. Likewise, professional organizations claim they promote initiative and innovation but, according to the findings, they often prioritize "freely consented submissiveness" (Aparicio, 2005 a, b; 2009 c).

From the theoretical-methodological point of view, our framework − multi-referential − has also let us, overcome the barriers that trap thinking with the burden of certain "-isms" (sociologism, psychologism,…), and led us to find points of contact. The different approaches interwoven in our research (psychosocial, psycho-sociological, sociological, in the field of education, human resources administration, management, occupational medicine, …), has finally let us relativize the theses supported

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[30] We are currently working on a theory about Interculturality and Diversity Psychology; there is a *Psychosocial* Theory of Education is in its closing stage; and finally, there is an new Theory of Engagement and Alignment. They are expected to make contributions to current issues since their framework differ from the existing ones.

within the framework of other theories. They showed that our objective is complex yet not determined and that an approach may complement another so as to reach a higher level of comprehension of the phenomenon under study. The findings reflect a non- linearity in the human and social phenomena being studies.

This assessment, which we cannot deal with at this point for the sake of brevity, has also enabled us to revise certain trends or theories and declare our agreement or disagreement about them, to analyze their possible complementarities, their inadequacies. It helped us observe which theories explain our "reality", always dynamic, better.

It has helped us be aware of the limits in any methodology and approach, and also surpass multidiscipline, which is typical at the beginning, so as to reach interdiscipline and thus reach transdiscipline. We will go back to this idea at the end.

Finally, it provided us with a comprehensive interpretation of what was our sub-issue in this presentation of the Theory of the Three-dimensional Spiral of Sense: the problem of Identity and Professionalization. We carried out the analysis taking the intergenerational, social and professional careers as one of its guiding themes.

Let us recover from this analysis the "hard cores", since they complement the supported principles regarding the theoretical-methodological mainstays of the theory, and help us visualize other epistemological-methodological aspects, particularly, those related to careers, identities and professionalization. Such mainstays were always present in a latent state, and they were called different ways: in 2005, they were summarized under the "man/world dialogical model" to make reference to the "back and forth" movement interplay within a self-sustained system; towards 2010, Dr. Aparicio made a critical reading as regards this model in the light of the complexity theory, always with specific reference to Identity and Professionalization[31]. However, the term complexity today is the object indiscriminate use and no one can deny that "reality", always dynamic, is complex. Therefore, such name did not represent what it meant to express. The present name for the Theory is the product of a new deeper reading, which involves three levels – macro, meso and micro –, and which are very important if we wish to understand the roots underlying each professional and personal career, the sense it makes and the influence exerted by the contexts, in a broad sense.

Today this theory in its early stages has its name: Three-Dimensional Spiral of Sense, a name which makes reference to the non-linear relations within the social and human phenomena, which may be better understood in diverse disciplinary areas, until a deep sense is reached in many cases, if we consider

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[31] See Aparicio, 2012 b. Participation at the Opening Round Table at the Colloque International francophone: Complexité 2010. *La pensée complexe: défis et opportunités pour l'éducation, la recherche et les organisations,* The presentation was published by Clenet et al, 2012 b).

three dimensions in a self-sustained interplay: society, culture and the individual, or, in other words, the macro, meso and micro levels.

To conclude, taking into account that much of the research concerns, directly or indirectly, the issue of professional careers (within contexts which are more or less favorable to development), Identity and the Professionalization demanded by the market and the individuals themselves. Let us analyze for a moment the interpretation of the self-sustained interplay of the three levels as regards professional careers.

Let us try to answer the following question: What epistemology we could use to analyze the careers? Theorists on "nomadic" or "protean" careers ascribe an essential weight to the individual. However, what are the relative weights of the contexts? Can we approach this problem of careers, and associated factors and sub-systems which impact on those careers, in the light of a complex, dynamic and interactive system composed of the individual, institutions (university, labor world) and society recursively: micro-meso-macro level? Such was the question that worried us and for which we gradually found answers through different studies.

Let us now deal with this issue.

A career basically comprises a personal history and the influences of the context. It also confers a certain identity and "speaks" of the levels of professionalization. As a complex phenomenon in which multiple variables participate, it requires a *sui generis* systemic interpretation, away from the classical and administrative systemism, in which the three aforementioned levels appear in a dynamic way with unpredictable (positive and negative) effects. Thence, I decided to represent (a career) as an open spiral upwards and downwards, with multiple factors and/or dimensions interwoven in a semi-dependence and semi-autonomy relation; a spiral in which there is room for freedom and chance (and the uncertainty this fact involves), in which there is room for a kind of curiously "limited" *freedom*" yet not determined by context; a spiral comprising society, personality and culture and it is deeply rooted in socialization, in a broad sense (family, organizations, country or cultural ethos) (Lemoine, 1997). This interplay entails recursiveness, inter-retro-actions, yet, unlike other evolutionist and determinist views in which the individual is just another piece within the machinery of the world (Morin, 2005) –, it recovers a kind of anthropology in which an individual's free will and "limited" rationality play a crucial role.

This interweaving will reveal the presence of the macro in the meso and the micro, and the micro in the meso and the macro; the imprint of the institutional culture on the individuals and, at the same time, the individuals will be the bearers of such culture. Therefore, culture will appear as producer and produced, being at the heart of the interplay (See Aparicio, 2009 e, 2011 a; 2012 b). There we can clearly observe this cultural interpenetration).

As for the rest, dealing with careers involves using quantitative and qualitative methodology; explanation and comprehension; the retrospective (the past, a history, a biography) procedure and the prospective procedure: the individuals' and institutions´ history with their particular cultures interweave part of the specific careers, too. These careers and associated problems – in a recursive movement – will return over the meso system and over the individuals themselves. Thus, we will find more fulfilled or more frustrated individuals as a result of lack of recognition by the organization; having a stronger or weaker *identity* within a not always favorable working environment.

It also involves the theoretical procedure (Education, Educational, Social, Labor and Organizational Psychology, Psychology of Human Resources, Organizational Sociology, etc.), and the practices procedures. This comprehensive approach comprises Knowing ("savant"), knowing-how ("faire"), and knowing how to be ("être") in order to behave effectively at the social and professional levels. As can be easily observed, in the heart of this problem there appear the issue of not only the disciplinary competences but also the "social" and "collective" competences, an essential aspect in the competitive globalized market of today.

Finally, it involves a static view (quantitative) – inadequate, as far as we are concerned, to grasp the sense – and a dynamic view (qualitative) in which we observe the variables interplaying within a system; this system ultimately fills that interplay with sense (See Aparicio 2005 a and 2009 c).[32]

What has been said, from the theoretical-methodological point of view, certifies, on the one hand, the *local* validity of the theories which have been considered as "*quasi* dogmas" for decades and have focused on the weight of expectations regarding professional, organizational and national achievement, leaving the contexts aside. On the other hand, it shows the impact of the socio-economic context or system on individual and group careers. As regards the structural limits, the graduates have seen their expectations crumble, as they have lost the sense of effort, which has had consequences the level of positioning (status) and professional goals (Aparicio, 1995 a, 2005 a). Why? Because a career is developed, precisely, by *the individuals within their context*; it is indeed *the point of intersection between the personal-biographical and the contextual/structural aspects,* it involves inter-retro-actions; recursiveness.

Consequently, the macro world (economic, institutional, credibility crises) shows itself in the micro world. In other words, the macro world pervades and affects the micro world favoring or hindering the possibilities of development. Conversely, the living culture in the psychology of the individuals (values,

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[32] Let us take one of the variables as an example: N-Ach (Need of Achievement). The *n-Ach* had always been associated to achievement within the context of my first studies as well as at the international level (particularly in the US, in the 50's). However, the *n-Ach* and expectations among the university graduates during the time of crisis (2002) – as I called it to distinguish them from the graduates belonging to previous research – did not represent predictive factors of achievement, neither at the university nor at the professional level (Aparicio, 2005 a). The system, then, imposes restrictions, yet it is not a determining factor.

beliefs, etc.) falls on the macro-social or meso-institutional system making more noticeable the fall of the global expectations at the organizational, national, regional levels, among others. We are the dealing with individuals – bearers of personal/socio-cultural and psychosocial traits, with institutional and even disciplinary cultures interlaced in and interplay in which the whole is present in each of the individuals carrying an institutional culture – and, at the same time, each individual contributes to the consolidation or transformation of such institutional culture. Recursiveness, hologramatic.

It should be noticed that the results revealing this inter-presence were found in many variables in our research (alignment, social representation regarding…, …), which act in a different sense from the one observed in comparative research performed in France by Dr. Aparicio. This involves a "no" to determinisms… The contexts revealed an important weight on the result and the theories, as we already said, a validity that is only local.

This micro context showed its brand, as we have already observed, also on the research carried out in different Faculties and study courses. The answers of the actors belonging to different institutions were *quasi* "*caricatures*" , lying – contrary to the opinions of the media –, not on the unfavorable economic level, but on the psycho-social and communicational factors, factors of interaction within university institutions and among their different actors. To all this, we should add a weak training as regards social competences weak professionalization (Morin & Le Moigne, 2000, Morin, 2005). The *sustained interaction* between teachers/student or between student/student appeared in the heart of the problem.

Conclusion

1. What Epistemology to Analyze Careers?

We intend to recover some "hard cores/hard nodes" in the studies on Careers, Identity and Professionalization, since many of them have been dealt with in this presentation (theoretical and methodological level). With them, we recover certain issues that partake in my research, reaching the epistemological mainstays.

1.1. The Inseparable Trinity: Inter-Retro-Actions

The panoramic scenario achieved in different studies – not limited to careers, as we have seen, but of which careers are a clear example of the interaction of three dimensions we propose – shows us a rich and complex interweaving of variables and categories. Applied to the career of students who delayed their studies, of graduates working professional organizations, or of teachers, to take only a few cases, it is easy to observe that such careers do not account for simply by means of the core, socio-cultural, psychosocial, organizational or structural factors. On the contrary, these factors acted jointly in a

combined manner. *Individual/culture/society in interaction.* This trinity was already present in my first research works (1978) – it appears then "in action".

1.2. Complexity and Transdiscipline

The multi-referential context for the analysis of the careers and the factors impacting on them, led us to find points of contact between the disciplines and approaches interwoven in our research (psycho-social, psychological, psycho-sociological, psycho-pedagogical, socio-organizational). In terms, disassociation, reform, evolution, have often originated *theoretical recurrences* more or less renewed…

After years of research, in fact, we believe we have reached transdiscipline, in this multi-referential framework. This transdiscipline let us, based on our own studies on-site, be aware of the complex trans-macro-meso-micro social.

In fact, this journey took me from multidiscipline to interdiscipline and even to *transdiscipline.* Such Interdiscipline demanded, on the one hand, disciplinary integration in order to know better and go deeper into the careers; on the other hand, a productive transference of methods from one discipline to another, whether belonging to one or other domain of knowledge (in my case, particularly, sociology empiricist/psychology, comprehensive sociology ethnographical sociology, phenomenology). The interdisciplinary work demanded, then, the common conceptual construction of the *problems* we dealt with within a framework of common representations among disciplines.

As regards transdiscipline (also called non-discipline, a–discipline, meta-discipline, supra-discipline, omni-discipline, trans-specialization), represents the last stage of the scientific journey. At this point, the boundaries between disciplines do not exist; the conceptual contexts go beyond disciplinary cosmovisions, including the different parts of the material contributed by the specialized disciplines. Along this line, I looked for "quotas" of *analog knowledge* regarding our different objects of study (even if, at first sight, they appear remote), combining them to compose a *corpus* on knowledge which goes beyond each of the disciplines we dealt with.

For the rest, transdiscipline is common in the complex phenomena. It draws on different domains, combining and enriching them with their own results, whether conceptual or methodological. It is, at the same time, "between disciplines", "through disciplines" and "beyond disciplines"; it goes through the disciplinary barriers, disobeying the disciplinary labels. It involves the synergy of the different disciplinary fragments (in my case: politics, economy, anticipation management, mathematics, training, education, sociology, …) which render into a meta-language. In other words, the disciplines in this context turn into subordinated to a *topic,* a *problem*, a *holistic* scenario.

Why do we place this approach in the heart of our theory? We consider that to be necessary, then, in order to understand "the dynamic reality", for in it there are not problems that are exclusively "economic", "social", or "psychological", but simply "*problems*" which disregard disciplinary limits. In our construction, each discipline has been important yet never

hegemonic, as we intend to recreate our object of study, for we consider it from many different viewpoints, and to go deep into certain connections which had not been exposed before.[33]

The focus is not on the methods but on the *integration of different paradigms, topics, problems*. This has been made possible thanks to a holistic perspective of complexity in order to understand complex realities better: University Quality and the need to work in the light of combined methodologies of we aim at improving the system, the educational institutions or the market, or just the social context in its interweaving ; the "situated" careers of multiple actors; the professional and university achievement dealt with in view of the theories and/or factors which may be considered complementary.[34]

This interweaving of problems produces, also, results in many complementary fields, such as psychology (various fields), sociology, management, training[35], often showing very permeable boundaries…

1.3. Relative Freedom and Autonomy: A "no" to Determinisms

> *A paradigm is neither true nor false, nor realistic, nor unrealistic. It may more or less be adjusted to the phenomenon analysed" (R.Boudon, 1977, p252) ["Un paradigme n'est ni vrai ni faux, réaliste ou irréaliste. Mais il peut être plus ou moins adapté au phénomène qu'on souhaite analyser" (R.Boudon, 1977, p252)]*

The results of the research carried out are an invitation to consider that no paradigm is a "dogma", that holist determinism is an separated interpretation form science, and that the value of the model is the result, not of the value of truth but of its adjustment to a determined and contextualized reality, that *the* general theory does not exist but local "contextualized" theories do: the paradigms which can de "infirmés" within a context do not remain "infirmés" within others.

From this point of view, our results for different factors/dimensions clearly show that the relations identified for such variables/key-dimensions of our models do not go in the same direction as those found in other studied contexts. Here is a question for all studies: What are the relative weights of the contexts in interaction with the individuals?

Therefore, models should not be interpreted in an unreal way, granting them more anticipating power than they really have. Reality always exceeds rationality, above all when we refer to particularly

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[33] The transdiscipline which is part of our approach, involves: a) assumptions, cosmovisions, languages belonging to other disciplines; b) a kind of meta-language through which the terms of all participating disciplines can be expressed; c) a different quality: the different disciplines are no longer evident in themselves; d) a meta-theory (including topics from different sources); e) the appearance of comprehensive knowledge and visions: this represents a synoptic cosmovision or use range; f) it promotes transformation and criticism of parceled models: it represents an effort to criticize the structure of knowledge which does not build transverse, educational and cultural competences, which divides, specializes and fades away reality.

[34] These theories, in their early stages, are developed in the section relating to Prospective in HDR, Aparicio 2007 a and b.

[35] In the case of the aforesaid research on careers, we have dealt with factors related to *Social, Labor and Organizational Psychology*. As regards *Human Resources Psychology and Management* – which also deals with individual experiences – we included factors such as values, beliefs, "reasons", motivational factors, to the models. In relation with *Management,* which intends to ensure the necessary competences and build up performance within the organizations, the results revealed by the studies on careers are useful for job management and the recruit planning (employees, sectorial labor shortage,,…), for career management and internal mobility, to manage the careers with the view to preserving human resources (keep capacities), and to manage competences: "employability" and transference. *Occupational Medicine* (prevention) may also profit: in fact, we have dealt with certain aspects associated to careers within a context of abrupt changes and instability which affect professional itineraries (burnout, coping, welfare, empowerment, resilience…). Ultimately, it has to do with working with the factors which could lead individuals to participate harmoniously in the current changes and in the construction of sense; at the same time, it guarantees the performance of the organizations. Many other associated disciplines have also been included into the analysis.

complex phenomena, such as social phenomena. A paradigm may be more or less relevant but this relevance will definitely depend on the *context* of the research and on the *structure of the phenomenon which is desired to be studied* (Boudon, 1973, 1977).

However, why can human phenomena or processes not be anticipated? An answer: *human freedom and capacity to make decisions* go through different phenomena, appearing all over in our results. This makes results impossible to predict in same individuals within different contexts and temporalities: in the recursive loop, then, transformation and auto-transformation prevail.

We can see that relative freedom/autonomy appear, in our results, in the heart of the individual/society/culture interplay.

As regards the question of what epistemology we could use to study the careers, I think I have provided an answer. The previous considerations represent markers of this epistemology (Aparicio, 2012 b).

In addition to the aspects pointed out in the Introduction, which define this Theory of the Three-dimensional Spiral of Sense, it involves:

- A *sui generis* systemic approach of complexity which proposes a "man/world dialogical model" (see Aparicio, HDR, 2007 a and b),

- A basic *sui generis* interactionist epistemology,

- A kind of epistemology which recovers the individual, the "personality" – as I myself sustained 30 years ago (Aparicio, 1978) – as "modeled" by culture yet keeping a certain freedom; the *individual* situated within the structures, acting in a dynamic way with their context,

- A comprehensive kind of epistemology apart from determinisms which recognizes the role of freedom, the role of chance and the presence of structural limits conditioning yet not determining careers and associated aspects,

-A comprehensive kind of epistemology yet not eclectic of theories and methodologies, aiming at considering transdisciplinarity,

-A kind of epistemology that recognizes in methodology a simple tool that must adjust to its *object and* the *purpose* of research, that accepts methodological complementation as long as it is relevant,

-A kind of epistemology that reveals a basic philosophical position: choice for the *individual* – much more than a mere physical individual endowed with limited rationality and freedom – not the figures, the statistics and diagnoses, which are senseless; choice for the individuals, who are bearers of culture, inserted in a kind of context which sets limits to yet does not determine them; choice for *sense ,* unique, which can be comprehended if we go deep into de micro roots, without disregarding the sustained interplay with the mediate and immediate contexts. Three dimensions or levels interweave, which enables us to comprehend human and social reality in a more all-embracing manner.

2. Careers and Identities

If we now link these three sub-topics, we can observe they are:

2.1. A meeting point between the individual and the social levels

Our approach let us recover the career of an individual and of groups, and it recognizes *identity* as the center, as the common ground of the individual and the social levels, of uniqueness and similarity, of one´s permanence and *the other's recognition*. This identity is *singular and at the same time collective* (belonging to social, professional, etc., groups). Like careers, identity establishes a kind of continuity of one's conscience, but such continuity is built on *changes* affecting it and which are part of different temporalities, places and situations, in the others' perspective**.** There exist production and coproduction, individual and socio-cultural context, recursiveness.

In other word, nowadays, the changes within the labor market, among other factors, affect social and professional careers (redundancy, unemployment, instability, lack of welfare, *burnout*), cracking identities. Such identities are, basically, the result of transactions between a history or careers and the projects with a future, product of the *negotiation of the actors in search of "social recognition of oneself and the others' recognition"*, product of the transactions between the *"biographical" and the "structural-relational" aspects*, as Dubar states (1991).

The study of careers and identities is, in our opinion, an important example in relation with the three levels/dimensions of out theory (the *micro-meso-macro-micro* level), in order to comprehend the phenomena observed at the macro or meso-institutional level, based on the knowledge of the factors affecting the careers of *each of* the members in a group and y, conversely, the micro (the individuals) in their relation with the culture they themselves have internalized and now carry, and with society. The *"back and forth" interactive movement*, dealt with from a kind of *sui generis* systemism, appears quite clearly.

2.2. Social identity crisis, professional identity crisis

After having dealt with careers as core issue of several research works, I hope I have shown that a career is much more than what the times of entering working life imply, in order to obtain promotion, to expect certain hierarchical positioning; it is much more than what secondary data reveal.

A career is history itself anticipating the future. In this perspective, in the study of careers, we must not disregard the analysis of the *processes* which converge on the current positioning and *co-construct at the same time the singular and collective careers...* We had already said it; we were interested in *processes*. We must neither disregard external events which "occur" someday, and change our life – a disease, the loss of employment – and which, eventually, will alter our identity, nor transformations undergone by the individuals themselves.

And today – results clearly show it – we face a *professional identity crisis* amid a *social identity crisis:* instability, violence, lack of recognition, unfair competition, quick changes which do not remain without consequences for careers or life; on the contrary, they will cause the rupture of identity and a certain rupture in their careers.

The recent peripheral research, with university professors working in the State, which we have developed during the worst economic crisis in Argentina ever (2002), led us to be aware of injured and obstructed careers, professional lives which could never be lived because the professional context at that time was closed; i.e., due to the combination of historical singular aspects and unfavorable structural aspects; however, quite specially such obstructed careers were also the product of negotiations between the self and the recognition demanded by the other in certain spaces.

As we pointed out in Article 2, in fact, we found careers crowned by a relative success, identities prevailed by the satisfaction of recognition, identities that expected rehabilitation after having suffered, been hurt; identities expecting a confirmation to keep or defend themselves, or even identities expecting a new recognition on the way of being reconstructed.

In other words, each careers as well as each identity interplay in the *biography and the interaction area,* in which the individual el will attain recognition or not; an interplay which can be clearly observed in professional careers. Professional insertion, career promotion or mobility and redundancy are, actually, events based on recognition or lack thereof. Besides, there are no linear careers…

2.3. A career as a point of recurrences and "reunion" of the individual, the cultural and the ecological aspects

The analysis of careers based on my approach becomes a point of theoretical and methodological recurrences.

It is a point of convergence for disciplines and perspectives, de diverse outlooks (diachronic/synchronic; retrospective and prospective); a point of convergence between the historical dimension and the empirical dimension, between the past entrenched in today anticipating the present, between individual/situational/ecological dimensions; a point of convergence between oneself and the others, between oneself and the context (Aparicio, 2005 a).

It is a point of convergence between the theory and practices. The results show that new support mechanisms are needed so as to promote development in different ways, and thus provide an answer to the market needs and demands as well as the professional development of the individuals. Otherwise, the future of the actors and also the future of the countries will be jeopardized. Besides, human development depends greatly on a training that can guarantee employability, that can protect and value human resources that can create mechanisms according to the demands that can allow for fulfillment within quality environments.

Our dialogical model "individual/world" or our Theory of the Three-dimensional Spiral of Sense, encourages us to go deeper into *recursiveness,* based on a concept which recovers the *individuals* and their limited freedom among different contexts "interplaying" together.

I would like to conclude with two quotations that have been a mark since the beginnings of my scientific life and led me into the search for pertinent readings related to social and human phenomena:

> "*The fact that an action took place in a limited context does not mean that its behavior is, exclusively, the consequence of its limitations. Limitations are only one of the elements, which account for an individual action*". (R. Boudon, *La logique du social,* 1979, p 53 [*"Le fait que son action se déroule dans un contexte de contrainte ne signifie pas qu'on puisse faire de son comportement la conséquence exclusive de ces contraintes. Les contraintes ne sont qu'un des éléments permettant de rendre compte de l'action individuelle"* (R. Boudon, *La logique du social*, 1979, p 53)].

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