A Cross-cultural Comparison of Perception of Professional Well-being by Iranian and Ukrainian Academic Staff

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ABSTRACT

The scientific literature on various aspects of psychological well-being in the organizational and professional space indicates the lack of a sufficient theoretical base and a unified understanding of professional well-being, as well as the need to clarify the content of this concept and the mechanisms of its formation. This study aims to theoretically and empirically support the model of needs and values as moderators of professional well-being based on a comparative analysis of perceptions of the professional well-being of academic staff in Ukraine and Iran. In accordance with the purpose of this study, a cross-cultural comparison of perceptions of the professional well-being of Ukrainian and Iranian higher school teachers was conducted. Ninty people responded to the survey. Respondents were asked open-ended questions about their perception of professional well-being, followed by content analysis of the received answers and intergroup comparison of the results. Based on the conducted analysis, the assumption of statistically significant differences in perceptions of professional well-being in groups of respondents with different cultural affiliations, mediated by their value orientations, was confirmed.

The problem of researching professional well-being is related to the search for parameters and the development of models, thanks to which it is possible to determine the features of an individual's emotional and evaluative attitude to himself as a professional, to his professional environment, and organizational context. Existing models are often overloaded with components and do not always have a clear mechanism for the formation of the subjective professional well-being of an individual (Bakker & Oerlemans, 2012; Van Horn et al., 2004).

The activities of workers in communicative professions, such as teachers of higher educational institutions, require special attention when studying the problem of professional well-being. To a greater extent than representatives of other professions, they are affected by objective stressful situations, which lead to a complex of violations of professional well-being (Voitenko et al., 2021). The scientific literature on various aspects of psychological well-being in the organizational and professional space indicates the lack of a sufficient theoretical base and a unified understanding of professional well-being, as well as the need to clarify the content of this concept and the mechanisms of its formation. Most of the existing models associate the achievement of professional well-being with the realization of the desire for personal self-development and independence under the condition of professional competence and favorable emotional and psychosomatic states prevailing in a comfortable working environment (Schultz, 2008; Van Horn et al., 2004; Warr, 1990). The components of professional well-being identified by the results of the content analysis indicate that its assessments depend on the extent to which personal needs are realized in professional activity, taking into account individual ideas and values (Voitenko et al., 2022). Therefore, it is appropriate to consider professional well-being in the context of the value-motivational sphere of the individual. This study aims to theoretically and empirically support the model of needs and values as moderators of professional well-being based on a comparative analysis of perceptions of the professional well-being of academic staff in Ukraine and Iran.

Literature Review

Different approaches to defining the content of the concept testify to the multifaceted nature of the problem of researching the psychological well-being of an individual in a professional environment. Descriptive definitions, reduced to listing indicators of professional well-being, or definitions through opposition to manifestations of professional disadvantage, are quite characteristic in Western psychology. In one of the first models proposed by the English psychologist P. Warr (Warr, 1990), professional well-being is considered as a psychological structure determined by the conditions and content of work, which includes four primary components: the desire for growth and development, autonomy, emotional well-being and competence. The indicators obtained by these components are then combined into the final indicator "integrated functionality", which characterizes the subjective side of professional well-being. In the research practice of studying positive and negative indicators of subjective professional well-being, a structure is proposed, which includes five components, among which the positive ones include work engagement, happiness at work, and job satisfaction; to the negative — workaholism and burnout (Bakker & Oerlemans, 2012). Most authors (Bakker & Oerlemans, 2012; Parker & Hyett, 2011; Schultz, 2008; Van Horn et al., 2004) agree that the professional well-being of an individual is a complex structure of the subject's experience of individual aspects of his professional activity and life as a whole, which operates according to the accumulative principle and has a positive or negative modality.

In the construction of models of professional well-being, the most popular is a multidimensional approach using different indicators, while researchers offer models of different dimensions (Parker & Hyett, 2011; Schultz, 2008; Van Horn et al., 2004; Warr, 1990). These models associate the achievement of professional well-being with the realization of the desire for personal self-development and independence (Schultz, 2008) under the condition of

professional competence (Warr, 1990) and favorable emotional and psychosomatic states prevailing in a comfortable working environment (Fisher, 2010; Van Horn et al., 2004). A multidimensional approach makes it possible to fairly accurately assess an employee's professional well-being level, to analyze its nature, causes, and consequences. The models are characterized by various structural elements, which allow characterizing the studied phenomenon from different angles but are often overloaded with components and do not always have a clear mechanism for the formation of the professional well-being of an individual.

There are data on the relationship between professional well-being with many objective parameters. Psychosocial factors at the workplace, primarily occupational stress, are recognized as sources of poor health and well-being of workers in many occupational settings (Cox et al., 2008). Gossip in the workplace has been recognized as a factor that strongly undermines occupational health and well-being (Aghbolagh et al., 2021). Occupational well-being is related to organizational culture (Boekhorst, 2021) as well as individual job characteristics, including the freedom to make decisions about work performance (Schultz, 2008; Van Horn et al., 2004; Warr, 1990).

Each employee experiences professional well-being in their ability to perform professional activitie in the context of personal attributes and the possibility of their implementation in professional activities. It is shown that individual psychological characteristics of the personality mediate the contribution of objective factors to the assessment of professional well-being: psychological self-regulation (Zacher & Rudolph, 2022), positive internal resources (Luthans et al., 2004), level of social integration (Maslow, 1970).

Several studies prove that attitude to work, and in particular job satisfaction, is not only a dispositional or situational function but also an accordance between them in such aspects as the satisfaction of the individual's need for work reward, the satisfaction of expectations, desires related to work (Hulin & Smith, 1967; Locke, 1976; Sirgy et al., 2001). The model of Sirgy et al. (2001) (QWL) argues that employees' quality of work life depends on the extent to which the work environment, job demands, supervisor behavior, and organizational support programs are perceived as meeting the needs of employees. According to the two-factor model of job satisfaction (Hulin & Smith, 1967), the degree of satisfaction is determined by a personal assessment of the conformity of what has been achieved to what the employee identifies as the standards of a good life. Affect range theory (Locke, 1976) states that satisfaction is determined by the match between what a person wants from work and what he has at work. The theory predicts that discrepancies between what is desired and what is received cause dissatisfaction only if a certain aspect of the job is important to the person. It is obvious that person's personal values mediate the contribution of objective factors to the assessment of subjective professional well-being: the greater the importance of, for example, career growth, the stronger the assessment of his current state will affect the experience of well-being.

Each individual has a certain attitude to the surrounding environment, based on which he interprets its content and gives meaning. In this aspect, professional well-being corresponds to the value-meaning orientation of the individual and should be considered in the context of isolating the value component. The idea of value regulation of the subject's life activity (Oishi et al., 1999) integrates a person's understanding of the realization of important values for him in his professional life, experiencing subjective well-being/unwell-being, and setting the next professional tasks. Values are motivational goals that influence attitudes, behaviors, and

evaluations (Fischer & Boer, 2016). The theory of values of Schwartz and Bardi (2001; Schwartz & Bilsky, 1990) describes values as desirable trans-situational goals of varying importance that serve as guidelines for action. They influence human behavior, motivation, and goals. The content of each person's needs is determined both by personal attitudes and value orientations, and by the objective external conditions of his life (Schwartz & Bilsky, 1990). Any society, at each stage of its development, produces a certain system of social and moral values, ideals, norms, and rules of behavior (Shevchenko, 2015). The model of values as a moderator of life satisfaction postulates that predictors of life satisfaction differ across cultures depending on underlying cultural values (Oishi et al., 1999). Value orientations differ among people of different cultures; therefore, it is likely that different aspects of professional life will have different significance for people of different cultures. Based on the analysis of existing ideas about professional well-being, it can be assumed that this integrated dominant state is formed in connection with the extent to which the needs of the individual are realized in the activity, taking into account individual ideas and values. Our study aims to support the model of needs and values as moderators of subjective professional well-being at the cultural level. The research program was built based on an experimental hypothesis: depending on cultural norms and values, different aspects of professional life will have different significance for people. During the research, we tried to find an answer to the question:

How does the perception of professional well-being change depend on the respondents' cultural affiliation?

To answer this question, a couple of statistical hypotheses are formulated. Null and alternative hypotheses were formulated to statistically confirm the relationship between perceptions of professional well-being and respondents' cultural belonging.

H0: There are no statistically significant differences between perceptions of professional well-being in groups of respondents with different cultural affiliations.

H1: There are statistically significant differences between perceptions of professional well-being in groups of respondents with different cultural affiliations.

Method

Most of the existing models of professional well-being were derived by the authors based on theoretical analysis and subsequent empirical verification of the theoretical construct; therefore, they largely reflect the authors' subjective perception of the structure of human well-being in the professional sphere. In our opinion, it is necessary to find another way of determining the structure of the subjective professional well-being of an individual to minimize the risk of cognitive distortions. Since an individual's subjective well-being characterizes their internal state, empirical data on the content of the concept of subjective professional well-being can be obtained only from the surveyed respondents by analyzing their perceptions of the construct under study (Voitenko et al., 2022). We surveyed two randomized groups of university teachers from Ukraine and Iran about their perceptions of professional well-being. The study was constructed by the type of intergroup comparison. Samples were balanced for size. Interpretation of the received answers was carried out using the method of qualitative content analysis with quantitative data processing (Yuskiv, 2006). The method of content analysis is

one of the key methods of cross-cultural research (Blyznyuk, 2018). To conduct our survey, the mass mailing of questionnaires by email using the LinkedIn resource was used.

Participants

The most important socio-demographic characteristics of the Ukrainian sample for the topic of the study are presented in Table 1.

Table 1

Demographic Characteristics of Ukrainian Respondents

Age	%	Gender	N	%	Position	%
25-35 yrs.	15.6	Male	19	42.2	Head of Department	11
36-45 yrs.	20				Lecturer	13.3
46-55 yrs.	42.2				Senior Lecturer	13.3
> 56 yrs.	22.2	Female	26	57.8	Associate Professor	49
					Professor	13.3
Total	100		45	100		100

The socio-demographic characteristics of the Iranian sample are presented in Table 2.

Table 2

Demographic Characteristics of Iranian Respondents

Age	%	Gender	N	%	Position	%
25-35 yrs.	13.3	Male	34	75.6	Head of Department	4.4
36-45 yrs.	51.1				Lecturer	22.2
46-55 yrs.	31.1				Senior Lecturer	-
> 56 yrs.	4.4	Female	11	24.4	Associate Professor	71.1
					Professor	2.2
Total	100		45	100		100

Procedure

The research was conducted in two stages. In the first stage of the research, a survey of respondents was performed, followed by a content analysis of the answers received. Respondents were asked an open-ended question about their perception of professional well-being. In the qualitative processing of the results, the respondents' answers were divided into meaningful units with the following primary categorization. In the categorization process, semantic units were combined into thematic groups repeated in respondents' answers and then summarized in primary semantic categories. The selected categories are the most indicative from the point of view of describing professional well-being, as they combine all units of content analysis. A codebook was developed for quantitative data processing (Yuskiv, 2006). The research team applied a decimal numbering system to suggest the intended content of each category. For example, all topics assigned the numerical code 1.x belonged to the category "Working conditions". The number after the decimal distinguishes the different working conditions mentioned by the respondents in no particular sequence. We conducted a group expert evaluation procedure to agree on the content of the selected categories. Three doctors of science in the field of psychology acted as experts. At the request of experts, two amendments were made to the code book. Thus, the topics "Professional development" and "Increase of qualification" were included in the "Self-development" category instead of the "Professionalism" category. During the processing of the results of the survey of the Iranian

sample, the codebook was supplemented with two additional categories: "Balance" (as a certain harmony between life, work and social relations) and "Dignity", which contained the themes of Prestige, Equality, Status and Justice. As a result of the changes, the final codebook contained ten categories with corresponding themes and numerical codes (see Appendix A). With the help of the code book, mechanical coding of the selected semantic units was applied by three coders. To ensure high coding reliability, individuals with similar cultural, educational levels, and professional experience were involved as coders (Yuskiv, 2006). Coders received detailed instructions on the procedure for assigning a numerical code to each meaning unit independently. The concordance coefficient was used to check the agreement of the opinion of the group of coders (Ruden & Hutor, 2011). In order to explore the importance of certain aspects of well-being to the respondents, we calculated the frequency of the semantic categories based on which priority categories were determined in the answers to the questions. The average value for each category in the selected groups of employees was calculated. The test of normality of the distribution established a significant difference in the data from the normal distribution ($p \leq .001$), which led to the choice of non-parametric criteria for assessing the statistical significance of differences between groups of respondents. Data processing was performed using IBM SPSS Statistics 22.

In the second stage of the research, the survey results of two groups of respondents were compared using the Pearson Chi-Square test.

Results

Definition of the Concept of Professional Well-being by Ukrainian Teachers

Based on the answers to the questions, 93 semantic units were obtained, which during categorization, were summarized in seven semantic categories (Table 3). Using the calculation of the concordance coefficient, it was found that there is a high level of agreement between the received codes based on the answers of men (W = .95, $\alpha \leq .05$) and women (W = .95, $\alpha \leq .05$), so the obtained results have sense and can be used in further research.

Table 3

Frequency and Priority of Categories According to Answers to the Question "What is professional well-being for you?"

Categories	Men n=19		Women n=26		Σ	P
	f	P	f	P		
Working conditions	12	30.8	16	29.6	28	30.1
Dignity	-	-	-	-	-	-
Engagement	7	17.9	15	27.8	22	23.7
Self-actualization	8	20.5	11	20.3	19	20.4
Professionalism	4	10.3	3	5.6	7	7.5
Self-development	3	7.7	4	7.4	7	7.5
Autonomy	3	7.7	3	5.6	6	6.5
Positive relationships	2	5.1	2	3.7	4	4.3
Effectiveness of management	-	-	-	-	-	-
Balance	-	-	-	-	-	-
Total	39	100 %	54	100 %	93	100%

Note. f = Frequency, P = Percent of Answers for Each Group

As presented in Table 3, the highest frequencies in the groups of men and women are different. Thus, for men, a more important element of professional well-being is the possibility of self-actualization (20.5%), which implies recognition, the possibility of creative realization,

and professional demand; but for women, it is involved in work processes (27.8%), that is, interest in work, satisfaction with the work process and satisfaction with its results. No statistically significant differences in respondents' responses by gender were found: testing using the Pearson Chi-Square test showed that the differences between the two empirical distributions are insignificant at the level of statistical significance $p > .05$ (Table 4). Therefore, general frequency indicators are accepted for interpretation.

Table 4

Chi-Square Test-1

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	128.397	132	.572
Likelihood Ratio	65.417	132	1.000
Linear-by-Linear Association	15.680	1	.000
N of Valid Cases	39		

Note. df = the degrees of freedom, Asymp. Sig. = the P-value.

Definition of the Concept of Professional Well-being by Iranian Teachers

Based on the answers to the questions, 105 semantic units were obtained, which during categorization, were summarized in 10 semantic categories (Table 5). Using the calculation of the concordance coefficient, it was found that there is a high level of agreement between the received codes based on the answers of men (W = .96, $\alpha \leq .05$) and women (W = .95, $\alpha \leq .05$), so the obtained results have sense and can be used in further research.

Table 5

Frequency and Priority of Categories According to Answers to the Question "What is professional well-being for you?"

Categories	Men n=34		Women n=11		Σ	%
	f	%	f	%		
Working conditions	30	34.9	6	31.5	36	34.2
Dignity	13	15.1	3	15.8	16	15.2
Engagement	9	10.5	2	10.5	11	10.5
Self-actualization	8	9.3	1	5.3	9	8.6
Professionalism	8	9.3	1	5.3	9	8.6
Self-development	8	9.3	1	5.3	9	8.6
Autonomy	6	7.0	-	-	6	5.7
Positive relationships	2	2.3	3	15.8	5	4.8
Effectiveness of management	2	2.3	-	-	2	1.9
Balance	-	-	2	10.5	2	1.9
Total	86	100 %	19	100 %	105	100%

Note. f = Frequency, % = Percent of Answers for Each Group

As shown in Table 5, the highest frequencies in the groups of men and women are different. Thus, for women, a more important element of professional well-being is the possibility of self-development (15.8%), in particular, a high level of knowledge, as well as a balance between life, work and social relations (10.5%); but for men — autonomy (7%), i.e., lack of pressure, freedom of speech and freedom to make decisions about work. Statistically significant differences in respondents' answers by gender were revealed: testing using the Pearson Chi-Square test showed that the differences between the two empirical distributions are significant at the $p < .05$ level of statistical significance (Table 6).

Table 6

Chi-Square Test-2

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	114.77	77	.003
Likelihood Ratio	47.38	77	.997
Linear-by-Linear Association	9.30	1	.002
N of Valid Cases	39		

Note. df = the degrees of freedom, Asymp. Sig. = the P-value

Comparison of Two Empirical Distributions

A comparison of the data of the Ukrainian and Iranian samples revealed the presence of statistically significant differences in the respondents' answers: the test using the Pearson Chi-Square Criterion showed that the differences between the two empirical distributions are significant at the $p < .05$ level of statistical significance (Table 7).

Table 7

Chi-Square Test-3

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	252.00	182	.000
Likelihood Ratio	97.95	182	1.000
Linear-by-Linear Association	10.10	1	.001
N of Valid Cases	78		

Note. df = the degrees of freedom, Asymp. Sig. = the P-value

Discussion

The criteria for choosing the Ukrainian and Iranian samples for cross-cultural comparison were the possibility of minimizing the influence of the level of income as an additional variable due to practically of the same level of financial security of the teachers of both countries, as well as the expressiveness of the cultural differences between them. The results support the model of needs and values as moderators of life satisfaction at the cultural level (Oishi et al., 1999) and confirm the possibility of its projection into the sphere of professional well-being. Content analysis of answers to the question "What is professional well-being for you?" showed that respondents of both independent samples define this phenomenon through satisfaction with working conditions, which include a moderate workload, convenient schedule, financial satisfaction, modern equipment; autonomy associated with freedom of decision-making, lack of pressure; positive states associated with involvement in work processes: job satisfaction, desire and interest in work, satisfaction with work results; positive relations in the working environment; professionalism, the desire for career and professional growth and the possibility of self-actualization associated with the realization of one's abilities, recognition, demand, and creativity. It is easy to see that the identified components of the structure of professional well-being correspond to A. Maslow's universal hierarchical model of needs (Maslow, 1970). This indicates, in our opinion, that assessments of work-related well-being are assessments of the contribution of professional activity to the satisfaction of actual needs and makes it appropriate to consider professional well-being in the context of the motivational sphere of the individual. Needs are the basis of professional activity, and its internal motivating motive (Sirgy et al., 2001). However, we found statistically significant differences in the hierarchy of components of professional well-being at the cultural level, which are related to the content of the actualized needs of the respondents. Each person's needs are determined by personal attitudes and value orientations and by the objective external conditions of their life (Schwartz & Bilsky, 1990).

Both groups of respondents give the first priority in determining professional well-being to working conditions, particularly earnings, which corresponds to the level of basic needs according to A. Maslow's theory (Maslow, 1970) and is in good agreement with previous studies. E. Diener and his colleagues (Diener et al., 2010) showed that income affects people's evaluation of their lives more than the positive or negative emotions they experience. It is known that financial satisfaction is more related to life satisfaction in poorer countries (Oishi et al., 1999). According to the respondents of both groups, the structure of professional well-being is dominated by positive states associated with involvement in work processes: job satisfaction, desire and interest in work, and satisfaction with work results. Affective experience, characterized by positive and negative emotions related to work, is important in making judgments about well-being at work (Taris & Schaufeli, 2015, Van Horn et al., 2004). According to the respondents of both groups, a significant component of professional well-being is the possibility of self-actualization. The importance of satisfying the need for self-actualization for professional well-being is determined by the specificity of the researched sample: a teacher of a higher school is a creatively thinking, ambitious, motivated to achieve success, socially active person (Voitenko et al., 2021). Most teachers use career opportunities for the wide and versatile realization of their abilities and implementation of life plans. Factors of self-actualization are personal success, recognition, the creative nature of work, and demand. Professional demand is a motive for self-realization in the profession, and work results allow a specialist to feel like a professional and a member of a certain reference group (Kovalenko & Rick, 2020). Previous research has also emphasized self-actualization and personal expression as an element of professional well-being (Taris & Schaufeli, 2015). Professionalism, which includes competence, the presence of professional goals and practical experience, and self-development as a desire for career and professional growth, increasing the level of knowledge, became less noticeable components of professional well-being in our study. Professional competence is aimed at satisfying prestige needs (Maslow, 1970), is acquired in the process of professional activity, and at the same time increases the success of a specialist, his authority, and, accordingly, subjective professional well-being (Kovalenko & Rick, 2020).

The priority of other components of professional well-being is not the same in the Ukrainian and Iranian samples. In our opinion, the identified differences are determined both by the objective external conditions of their lives, and by personal attitudes and value orientations, which, in turn, depend on cultural norms (Oishi et al., 1999). There is conflicting evidence regarding cross-cultural differences in value orientations. On the one hand, through the prism of cross-cultural studies, a universal structure of human values was determined (Schwartz & Bilsky, 1990). On the other hand, standards of judgment, for example, about life satisfaction, have been shown to vary across cultures, and such cross-cultural variations are systematically related to underlying cultural values (Suh et al., 1998). Culture can also determine the hierarchy of predictors of subjective well-being. (Diener et al., 2003). Even among individuals whose physiological and safety needs are approximately equally satisfied, there are considerable individual differences in the salience of the need for esteem among nations of equal wealth (Triandis, 1995). In our study, at the stage of qualitative processing of the survey results of the Iranian sample, two additional categories were identified that reflect value orientations, which are a manifestation of the cultural specificity of the Iranian sample. The category "Dignity" combined the following semantic units: fairness in promotion and clear measures for evaluating

professors, work at a high-ranking university, creating a positive image of the profession, fairness in performance evaluation, respect, and social status, as well as equality in the workplace — a semantic unit characteristic only for the female sample. The concepts of honor, dignity, good name, reputation, and prestige are considered to be the key concepts of Iranian culture and extend to all spheres of life: private, public, and professional (Hosseini et al., 2018). The need to preserve dignity and a good name is not only a social but also a religious duty, according to the Qur'an (The Qur'an, 2018). Positive relations with the team and colleagues' attitude towards the employee as a professional are more important for the professional well-being of Iranian teachers than for Ukrainians, according to the frequency of choosing this semantic category. It is known that all people need attachment and belonging to a certain community to overcome feelings of loneliness and alienation (Maslow, 1970). Individuals with higher levels of social integration report higher levels of psychological well-being (Rose, 2000). But it is obvious that the level of relevance of social needs differs among representatives of different cultures. There are data on the affiliation of Iranian society, as well as the societies of most countries in Asia and the East, to the collectivist type of Culture (Mazepova, 2016), unlike Ukrainians. which are characterized by the predominance of individualism over collectivism (Borysenko, 2017).

The idea of needs and values as moderators of professional well-being is also confirmed by statistically significant differences between male and female samples of Iranian teachers, which are absent in the Ukrainian sample. The "Balance" category implies harmony between life, work, and social relations. This category is unique to the female part of the Iranian sample and, among other differences, aligns well with established strict Islamic traditions and outdated gender roles in Iranian society (Abrahamian, 2018). Equality in the workplace is also important for Iranian female teachers as a predictor of their professional well-being. The desire for self-development is realized in Iranian women through increasing their level of knowledge, while men are oriented towards career growth. In contrast, for Iranian men, autonomy related to freedom of speech, decision-making about work, and control are important in occupational well-being. A sense of lack of control can cause tension due to the unsatisfied inner need to feel competent (Spector, 1986). The category "Autonomy" is not represented in the female part of the Iranian sample.

Conclusion

Content analysis showed that professional well-being is a positive state associated with various aspects of performing professional activities: satisfaction with working conditions, involvement in work processes (emotional component), high social status, awareness of one's professionalism, and the possibility of self-realization at work, as well as the possibility of building a career and professional growth (motivational component), satisfaction with interpersonal relationships in the team (the behavioral component).

This research confirmed the presence of statistically significant differences between perceptions of professional well-being in groups of respondents with different cultural affiliations. Furthermore, the content analysis of higher school teachers' ideas about professional well-being revealed that different aspects of professional life have different significance for our respondents depending on cultural norms and values. The obtained results

indicate that assessments of professional well-being are assessments of the contribution of work to the satisfaction of actual needs and values and make it appropriate to consider professional well-being in the context of the value-motivational sphere of the individual.

The professional well-being of each employee is a reflection of their views and experiences; that is, it is subjective. Professional well-being is directly related to the process of performing professional activities in a certain organizational environment and includes. Each employee experiences professional well-being in the context of personal values and needs and the possibility of their realization in professional activity. People are satisfied with professional activity to the extent that their needs and values are satisfied. Values as a person conscious of certain objects in respect of their compliance or inconsistency with the needs of the individual determine the specifics of personality motivation. Satisfying needs in professional activity is a factor in the success of solving official tasks, which leads to setting new goals, increasing the level of motivation, and, in the future, to self-actualization of the employee.

Due to the limited sample, this conclusion is intermediate. The prospect of further research should be an empirical check of the interconnection of components of professional well-being with the value orientations of employees and the development and substantiation of a model of needs and values as moderators of the professional well-being of academic staff. Also, to better understand well-being at work, demographic variables such as age, professional experience, and variables related to professional roles should be taken into account.

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Appendix A

№	List of topics and categories	Numeric codes	№	List of topics and categories	Numeric codes
1	**Working conditions**	1	22	**Self-realization / Self-actualization**	5
2	Workload	1.1	23	Recognition	5.1
3	Earnings	1.2	24	Creativity	5.2
4	Equipment	1.3	25	Demand	5.3
5	Work schedule	1.4	26	**Autonomy**	6
6	Stability	1.5	27	Freedom	6.1
7	**Professionalism**	2	28	Absence of pressure	6.2
8	Competence	2.1	29	**Self-development**	7
9	Purpose	2.2	30	Professional development	7.1
10	Practical experience	2.3	31	Career growth	7.2
11	**Positive relationships**	3	32	Increase of qualification	7.3
12	Collective	3.1	33	Curiousness	7.4
13	Psychological climate	3.2	34	Improving the level of knowledge	7.5
14	Corporate culture	3.3	35	**Management efficiency**	8
15	Sociability	3.4	36	**Dignity**	9
16	Altruism	3.5	37	Prestige	9.1
17	Goodwill	3.6	38	Equality	9.2
18	**Engagement**	4	39	Status	9.3
19	Interest in work	4.1	40	Justice	9.4
20	Enjoyment	4.2	41	**Balance**	10
21	Satisfaction	4.3			