

RESULTS OF THE STUDY ON THE PROCESS OF SELF-ACTUALIZATION AMONG ADOLESCENTS

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Annotation. The process of self-actualization in a teenager's personality is complicated by age-related characteristics. In this context, the author, within the framework of his research, focused on the course of this process in adolescents growing up in families affected by labor migration. He also drew his own conclusions based on the research results presented in the table and diagram.

Keywords: Teenager, self-actualization, labor, migration, time, support, perception, behavior, values, needs, contribution.

Introduction. Today, it is impossible to deny the existence of migration as a social issue and its growing role as a crucial factor in economics, politics, and geopolitics. Previously, migration was perceived as a process occurring mainly involuntarily, triggered by episodic individual events such as revolutions, droughts, wars, and others. However, global climate change, the widening gap between the rich and the poor, increasing social inequality, and rising cultural conflicts have also contributed to the expansion of migration. The growing flow of migrants and the increasing number of displaced people worldwide necessitate a more in-depth study of this phenomenon.

Objective and Justification. The phenomenon of migration, driven by various causes and influenced by a multitude of factors, has become a subject of research in multiple scientific disciplines. According to the online platform kun.uz, the high number of labor migrants from Uzbekistan can be directly attributed to several factors: "First, after gaining independence, Uzbekistan transitioned from the centrally planned economy of the USSR to market relations. Naturally, this led to the abandonment of the Soviet-era policy of full employment, which had been maintained at the cost of extremely low wages. As a result, the high unemployment and migration processes that began in the early years of independence have continued. This is partly due to Uzbekistan's population having increased almost 2.5 times over the last 30 years of the colonial period. Many of those born during this period entered the labor market in the first years of independence. However, during this time, numerous large industrial

enterprises were either shut down or fell into crisis. Moreover, the high share of raw materials in Uzbekistan's export structure further complicated employment issues.

Second, for many years, a significant portion of Uzbekistan's population was engaged in the agricultural sector. However, the demand for labor in this sector has been steadily declining due to the ongoing modernization of its technical base. In developed countries, the agricultural sector employs no more than 5% of the total workforce. Uzbekistan is following a similar trend, with the share of agricultural workers decreasing yearly, forcing many to seek alternative sources of income.

Third, Uzbekistan's population continues to grow rapidly. More than 600,000 young people enter the labor market annually, and by 2030, this number could reach one million. Under such conditions, ensuring employment for the population becomes an extremely difficult task for a developing country.

Fourth, low incomes remain a key issue. According to Numbeo's updated data, Uzbekistan ranked 73rd out of 96 countries in terms of average "net" monthly wages." [2]

The Social Aspect of the Issue. The social dimension of the problem is even more complex. Economic well-being often comes at the cost of labor migrants leaving their homeland, creating a moral and emotional void in the lives of the families they leave behind, especially for the children growing up in these households. It is an undeniable fact that children who grow up without their fathers—or, in some cases, without both parents—may develop psychological and behavioral disorders that are difficult or even impossible to correct.

Description and Solution of the Scientific Problem. As part of our study on *"The Psychological Development Characteristics of Children Growing Up in Labor Migrant Families"*, we examined the psychological development of adolescents from both migrant and non-migrant families. A total of 762 students from upper grades of general secondary schools in the Navoi, Samarkand, and Fergana regions participated in the study. Adolescence is often referred to as a *"transitional period," "turning point," "difficult stage,"* or *"crisis phase"*—all of which highlight the complexity of this life stage. It marks a crucial and intricate developmental period associated with transitioning from one phase of life to another.

From this perspective, when addressing the question of the most favorable age for the onset of the self-actualization process, modern psychology emphasizes adolescence as the key stage. This period is often called the *"integration of self-awareness"* [1], *"self-identification"* [7], or *"the age of discovering the 'self'."* According to D.I. Feldstein [8], self-actualization becomes possible at the age of 14-15. The author argues that at this age, individuals begin to develop readiness to live in the adult world, which, in turn, strengthens their drive to realize their potential, express themselves, and fulfill their needs for self-determination and self-fulfillment.

According to A. Maslow [5], a self-actualizing person is characterized by a wide spectrum of diverse manifestations, which at the same time represent the psychological traits of that individual. It can be assumed that the characteristics of a person striving for self-actualization can be identified based on the descriptions typical of this age period.

Since one of the methodologies we used in our research was specifically focused on the issue of self-actualization, we found it necessary to provide definitions given by scholars on this process: *“Self-actualization is the desire of an individual to realize their potential in the field where they envision their future role”* [4].

Supporters of the humanistic approach in psychology view self-actualization as a multidimensional personal category that encompasses various individual and professional directions while also reflecting the fundamental motive and purpose of life [5].

A teenager's self-actualization is a developmental process in which they evolve as a person, self-manage, and strengthen themselves as a subject of their own life and activities, based on internal and external synergy. This process is reflected in their purposeful and conscious behavior, manifesting in an increasing level of responsibility for their life and the acceptance of the consequences of their actions. Acts of self-actualization allow a teenager to present themselves as a subject of self-education, self-learning, and self-development while demonstrating virtues in behavior, communication, and interactions with others that align with the increasingly higher standards and demands set by life and society [3].

In a broader sense, the concept of self-actualization can be discussed at every stage of human development. An act of self-actualization can be observed, for example, in a child who has mastered a certain skill (such as riding a bicycle), in a teenager who has learned to play the guitar, or in a student who has acquired enough knowledge to successfully enter a university. In each case, it involves a moment when a person, after long and continuous efforts, suddenly realizes: *“I can do it! I know it!”* [9].

Research Methodology and Results. The Personal Orientation Inventory (POI) developed by E. Shostrom, which measures self-actualization as a multidimensional value, has gained popularity abroad. This methodology consists of specific questions designed to assess psychologically healthy individuals, distinguishing self-actualizing individuals from those with neurotic tendencies or evident psychopathologies. The methodology provides diagnostic results based on the following scales:

1. Time Competence Scale – indicates how well a person perceives their life as a continuous whole, understanding the present moment as a unique value rather than a consequence of the past or a foundation for the future.
2. **Support Scale** – measures how much an individual relies on their personal beliefs and convictions in decision-making and their level of independence.

3. **Value Orientation Scale** – assesses the extent to which a person is guided by values characteristic of self-actualizing individuals.
4. **Behavioral Flexibility Scale** – evaluates how quickly and adequately a person responds to changes in circumstances and situations.
5. **Self-Perception Scale** – reflects the individual's awareness and understanding of their own emotions and desires.
6. **Spontaneity Scale** – assesses how openly and sincerely a person expresses their feelings and emotions.
7. **Self-Regard Scale** – indicates a person's awareness and appreciation of their own strengths and positive qualities.
8. **Self-Acceptance Scale** – measures the extent to which a person is willing to accept themselves with all their strengths and weaknesses.
9. **Nature of Humanity Scale** – evaluates a person's ability to accept contradictions in human nature and their tendency to give a more positive assessment of it.
10. **Synergy Scale** – reflects a person's ability to perceive the world and people as an integral whole.
11. **Acceptance of Aggression Scale** – measures a person's readiness to accept their anger, rage, and emotions as natural aspects of human nature without seeking to justify them.
12. **Capacity for Intimate Contact Scale** – assesses how well a person can build emotionally rich and meaningful relationships and engage in effective communication.
13. **Need for Cognition Scale** – measures an individual's drive to acquire knowledge about the world.
14. **Creativity Scale** – assesses a person's inclination toward creative activity.

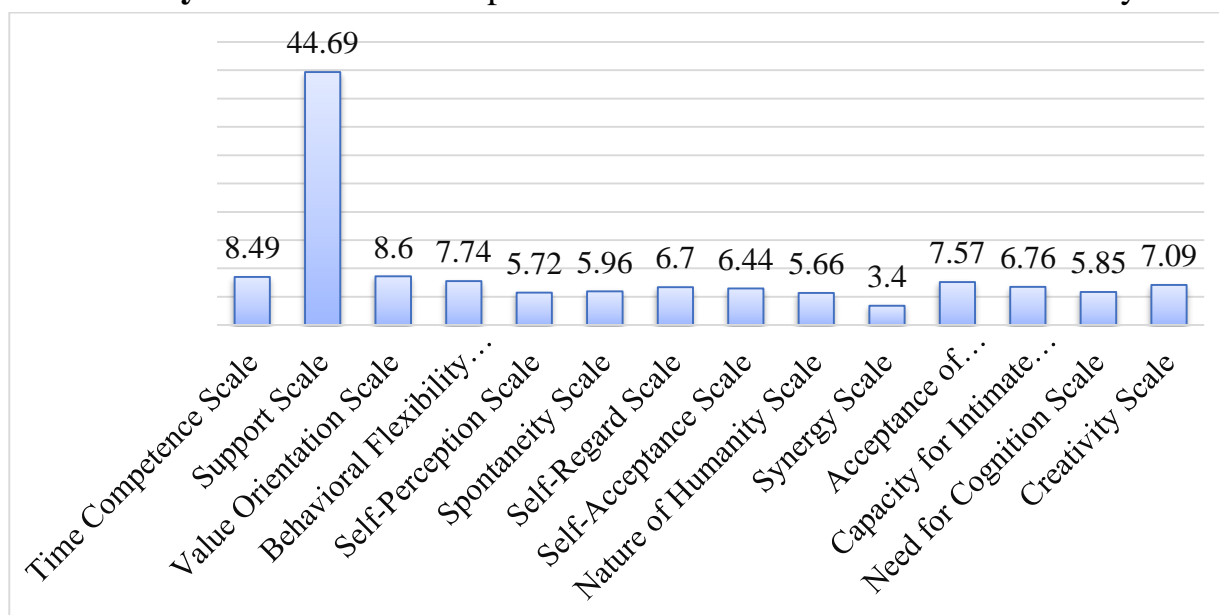


Figure 1. Average values of the SAT methodology (Scholastic Aptitude Test) or SSM (Special Science Methodology) across the sample of respondents

The comparison of the average values of the CAT methodology is of significant importance as it provides a basis for determining the psycho-emotional state of respondents during the methodology process, as well as the psychological nature of their attitudes toward their parents, themselves, and those around them. An analysis of the indicators for the scales of Time Perception (8.49), Perception of Support (44.69), Value Orientation (8.60), Behavioral Flexibility (7.74), Self-Sensitivity (5.72), Spontaneity (5.96), Self-Respect (6.70), Self-Acceptance (6.44), Perceptions of Human Nature (5.66), Synergy (3.40), Acceptance of Aggression (7.57), Interpersonal Communication (6.76), Need for Knowledge (5.85), and Creativity (7.09) reveals that children from migrant families tend to have a heightened need for receiving support and seeking help from others. This is often explained by the fact that they are left without parental care and experience an increased need for emotional closeness. Additionally, their perception of support may not only be emotional but also spiritual, educational, intellectual, and material in nature.

Value orientation represents the expression of an individual's fundamental life principles, encompassing their interests, actions, intentions, and approaches to building interpersonal relationships, guided by ideological and ethical considerations. These orientations are reflected in personal ideals and the meaning of life, manifesting in an individual's (or group's) social behavior. They signify a subject's relationship with significant life objects, formed through conscious, evaluative selection. The combination of material and spiritual benefits serves as the foundation for the existence of a particular system of values.

In psychology, value orientations are studied as regulators of the social behavior of social subjects. They emerge from the necessity of integrating individuals into a unified social system and the existence of general social conditions essential for human life, particularly when there are clashes between the political, economic, and cultural characteristics of a social subject's lifestyle. Value orientations manifest in the consistency of behavior across various spheres of activity and can be observed in an individual's ideals, goals, interests, and other expressions. Thus, for children from migrant families, value orientation plays a leading role in establishing interpersonal relationships and shaping their perception of the world.

The relatively high average values observed on the Time Perception scale can be explained in line with the proverb "*Out of sight, out of mind.*" Adolescents in migrant families, due to prolonged separation from their parents, often count the days until they see them again. Their strong motivation to reunite with their parents leads to an intensified perception of time and heightened sensitivity to its passage.

Relatively low average values were recorded in the Synergy scale, indicating that the combined influence of different factors significantly exceeds the impact of each component individually or their simple sum. Similarly, the lower average values in the Perceptions of Human Nature scale suggest a lack of experience and a tendency to measure everything by their own perspective.

Additionally, the respondents demonstrated lower-than-average values in the Need for Knowledge scale. This suggests that adolescents from migrant families have a reduced intellectual drive for new knowledge and a lack of motivation to expand their worldview.

During our research, we also attempted to analyze differences in the Differential Emotions Scale among adolescents growing up in families where one or both parents had migrated for work (Figure 2).

Figure 2. Average Values of the Differential Emotions Scale Among Respondents

The collected data revealed high scores on the **Synergy** and **Time Perception** scales according to the **Kolmogorov-Smirnov criterion**. This indicates that children from migrant families exhibit a strong need for **collaboration** and **time monitoring**.

When analyzing the differences in the Differential Emotions Scale, the **Interest** scale showed the highest average score (7.14), followed by **Happiness** (6.77), **Excitement** (4.77), **Sadness** (4.31), **Anger** (4.90), **Doubt** (4.74), **Disgust** (3.88), **Fear** (4.25), **Shame** (4.61), and **Guilt** (5.69). This suggests that children from migrant families have a **heightened curiosity**, a **strong desire to learn and acquire knowledge**, and an eagerness to stay informed about various aspects of life.

The high values for **Happiness** may not necessarily reflect a life filled with joyful moments but rather an increased **need for satisfaction, inner peace, and maintaining a cheerful disposition**. Additionally, their constant effort to appear happy might serve as a coping mechanism to **mask internal struggles** and **suppress feelings of inner aggression**, leading to a form of artificial happiness.

The elevated **Guilt** score can often be attributed to the child's perception that their existence is a **burden** on their parents, who had to leave for work in another place. This feeling may foster **self-rejection and persistent internal guilt**, affecting their psychological well-being.

Moreover, children from migrant families also displayed **higher levels of doubt**, which may manifest as **distrust toward others' opinions, a tendency to seek proof for every action, and an inclination toward excessive skepticism**.

Conclusion. E. Shostrom associates the manifestation of **self-actualization** primarily with the concepts of "**time perception**" and "**self-respect**." Based on the results of our study, the following conclusions can be drawn:

1. The level of **self-actualization** among adolescents growing up in families affected by labor migration has **not increased significantly**.
 2. Although the overall level of **self-actualization** remains **low to moderate**, some adolescents exhibit **a noticeably higher degree**, which suggests that their **individual personality traits** play a key role in this.
 3. The **Differential Emotions Scale** results indicate that some emotions expressed by these children are **superficial** and may arise **primarily for the sake of others' perception**, likely due to the **absence of one or both parents**.
- Considering that a child grows up **without direct parental presence for extended periods**, experiencing their influence mainly **on a material level**, and lacking the **warmth and emotional support** typically provided by family, it is clear that this can **undermine the fundamental essence of the family institution**.
- In this regard, **enhancing citizens' education and professional skills** can lay a **foundation for them to find decent work in their own country**, while ensuring that adolescents navigate **this challenging period of their lives without significant deviations**. Given these findings, we believe there is no need to further justify the importance of such measures.

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