

Self-Actualization of Adolescents in The Context of Family Migration: A Psychological-Pedagogical Study

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Abstract: This article explores the process of self-actualization among adolescents affected by family migration. Based on a psychological-pedagogical framework, the study examines how changes in the family environment impact the developmental trajectory and personality integration of migrant children. Using diagnostic tools such as the POI (Personal Orientation Inventory), the research evaluates the levels of self-actualization in 156 adolescents, comparing those from migrant families to their non-migrant peers. The study identifies key psychological and pedagogical conditions that foster adolescent self-realization amid migration-related disruptions, emphasizing the importance of supportive, developmental environments. Recommendations for educators and psychologists working with migrant youth are proposed.

Keywords: Self-actualization, adolescence, family migration, psychological development, pedagogical conditions, Personal Orientation Inventory.

Introduction: Self-actualization is a core component of personal development, especially during adolescence—a period of rapid psychological, emotional, and social growth. For adolescents in migrant families, the self-actualization process is often disrupted by environmental and socio-cultural stressors. These stressors challenge identity formation and may hinder the realization of personal potential. This study investigates how family migration influences adolescents' self-actualization and explores strategies to support their development in new sociocultural environments.

Literature Review and Theoretical Framework

Self-actualization, as conceptualized by Maslow and developed further in psychological diagnostics through the Personal Orientation Inventory (POI), reflects the degree to which an individual realizes their capabilities and talents. Migration, particularly when it affects the whole family unit, introduces variables such as cultural dissonance, loss of social capital, and educational instability—all of which complicate this process. Prior research highlights the vulnerability of migrant youth but lacks systematic approaches to fostering self-actualization in these conditions. The present study integrates developmental psychology and educational

theory to bridge this gap.

Objectives of the Study

The main objectives are:

- To evaluate the level of self-actualization in adolescents from migrant and non-migrant families.
- To identify key psychological and pedagogical factors that influence self-actualization under migration stress.
- To design and test methods for optimizing the conditions for adolescent self-realization in educational contexts.

METHODOLOGY

The study was conducted between 2022 and 2023 with 156 adolescents aged 13–16 from both migrant and non-migrant families in Uzbekistan. The research design involved comparative analysis using the Personal Orientation Inventory (POI) developed by E. Shostrom, adapted for adolescent use.

Participants:

- Experimental group: 78 adolescents from families experiencing internal or international migration.
- Control group: 78 adolescents from stable,

non-migrant families.

Instruments:

- POI (Shostrom, adapted by L. Y. Gozman)
- Structured interviews with adolescents, parents, and educators
- Observation and reflective diaries

Procedure:

Data collection was conducted in two stages. The initial stage assessed baseline levels of self-actualization across 12 POI scales. The second stage involved the implementation of pedagogical interventions aimed at enhancing developmental support within schools and families.

RESULTS

Initial findings revealed that adolescents from migrant families had significantly lower scores in 8 out of 12 POI scales, indicating reduced levels of self-actualization compared to their peers. Notably low scores were observed in the following scales:

- Synergy (integration of self and environment)
- Time competence (focus on present and future)
- Self-regard
- Capacity for intimacy
- Acceptance of aggression
- Cognitive perception
- Existentiality
- Inner orientation

These results suggest that family migration negatively impacts key areas of adolescent development, potentially leading to fragmented identities and maladaptive coping strategies.

After implementing targeted psychological-pedagogical interventions, adolescents in the experimental group showed marked improvements in self-regard, time competence, and synergy, highlighting the potential for developmental recovery when appropriate conditions are established.

DISCUSSION

The findings underscore the importance of creating structured, supportive environments for adolescents undergoing migration-related transitions. While migration introduces instability, it also presents opportunities for growth if managed through proper pedagogical and psychological approaches. The developmental success of adolescents hinges on the ability of schools, families, and communities to provide emotional security, consistent communication, and identity support.

Three core conditions were identified as critical to facilitating adolescent self-actualization in migration contexts:

1. Environmental-Developmental Support: Safe, inclusive, and predictable learning spaces.
2. Psychological Reflection: Encouraging adolescents to explore and verbalize their identity narratives.
3. Pedagogical Integration: Alignment between school efforts and family dynamics to reinforce self-esteem and autonomy.

CONCLUSION

Adolescents in migrant families face unique challenges to self-actualization, including identity diffusion and lowered self-regard. However, with properly structured psychological and pedagogical support systems, these challenges can be transformed into opportunities for personal growth. This study contributes to the growing body of knowledge on adolescent psychology in migration contexts and offers practical strategies for educators and psychologists working with this vulnerable population.

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