

# **PECULIARITIES OF SELF-ACTUALIZATION AMONG PEOPLE WITH PARENTAL DEPRIVATION IN CHILDHOOD**

**SILVI TARJUMANYAN**

lecturer at the chair of Psychology in European University

PhD student at the chair of General Psychology in YSU

silvitarjumanyan@yahoo.com

**VARDUHI PAPOYAN**

Lecturer at the chair of General Psychology in YSU

PhD in Psychology, Professor

vpapoyan@ysu.am

**DOI: 10.54503/2579-2903-2022.2-102**

## **Abstract**

The article discusses the results of our research on self-actualization among people with parental deprivation. For decades, one of the most popular ideas in Maslow's theory is the idea that people have an inborn desire to be self-actualized, in his words "What a man can be, he must be" and parent's love and acceptance lays the groundwork for a child's success in self-actualization. Consequently, there can be an assumption, that people, who had parental deprivation in childhood, either because of absence of a parent(s) or the failure of the main functions of the role of a parent(s), will have difficulties on the path of achieving self-actualization. To illuminate this uncharted area, we have conducted a research and examined 140 people 21-35 years old, of which 70 (research group) had parental deprivation before the age of 10, and the other 70 (normative group) did not have such an issue.

In this article, we will illustrate some experimental results, which will describe the problems that deprived people face in the process of self-actualization. The results of the research group conceded from the results of the control group by only three components from eleven, which are: time orientation, values and auto-sympathy. The differences were not big, but scientifically considerable.

Low results in the scale of time orientation get those people who are immersed in the feelings of the past, with an overestimated desire for achievements in the future. It shows how much a person lives in the present without delaying his life for the future and without trying to find shelter in the past. The other scale is values, high results of which show that the person shares the values of self-actualized personality, in which A. Maslow includes: truth, kindness, beauty, integrity, lack of duality, vitality, uniqueness, perfection, justice, order, simplicity, self-sufficiency. The preference of these values testifies about the desire for harmonious existence and healthy relationships with people without manipulation. Another aspect is auto-sympathy, which is natural foundation of mental health and personal integrity. Low rates are typical to nervous, anxious, insecure people. It does not mean stupid complacency or uncritical self-perception at all, it is just a well-

conscious positive self-concept that serves as a source of sustained adequate self-esteem. The possible explanations for lower results in these scales and implications of the findings are discussed in the article.

The article summarizes the findings and contributions made in our research. The main conclusion that can be drawn is that, though a lot of sources in literature show that people with parental deprivation have more difficulties in the process of self-actualization and less possibilities in becoming a self-actualized person, our study provides evidence that there is only a slight difference in the level of self-actualization between deprived and non-deprived subjects. Broadly translated our findings indicate that parental deprivation does not have unaltered impact on the process of self-actualization.

**Keywords and phrases:** parental deprivation, self-actualization, time orientation, value, auto-sympathy, unconditional parental love.

**ՄԱՆԿԱԿԱՆ ՏԱՐԻՔՈՒՄ ԾՆՈՂԱԿԱՆ ԴԵՊՐԻՎԱՑԻԱ ՈՒՆԵՑՈՂ  
ԱՆՁԱՆՑ ԻՆՔՆԻՐԱՑՄԱՆ ԱՌԱՆՁՆԱՀԱՏԿՈՒԹՅՈՒՆՆԵՐԸ**

**ՍԻԼՎԻ ԹԱՐՋՈՒՄԱՆՅԱՆ**

Եվրոպական համալսարանի հոգեբանության ամբիոն դասախոս,  
ԵՊՀ ընդհանուր հոգեբանության ամբիոնի ասպիրանտ  
silvitarjumanyan@yahoo.com

**ՎԱՐԴՈՒՀԻ ՊԱՊՈՅԱՆ**

ԵՊՀ ընդհանուր հոգեբանության ամբիոնի դասախոս,  
հոգեբանական գիտությունների թեկնածու, պրոֆեսոր  
vpapoyan@ysu.am

**Համառոտագիր**

Հոդվածում ներկայացված են ծնողական դեպրիվացիա ունեցող անձանց ինքնիրացման առանձնահատկությունները: Տասնամյակներ ի վեր Ա. Մասլոուի տեսության ամենահայտնի գաղափարներից մեկն այն էր, որ մարդիկ ինքնիրացման բնածին ցանկություն ունեն և ծնողի սերն ու հոգատարությունը ինքնիրացման գործընթացում հաջողության հասնելու հիմքերից են: Հետևաբար՝ կարելի է ենթադրել, որ այն մարդիկ, ովքեր մանկական տարիքում ունեցել են ծնողական դեպրիվացիա՝ ծնողի(ների) բացակայության կամ դերի խախտման պատճառով, դժվարություններ են ունենում ինքնիրացման ճանապարհին: Այս ենթադրությունը ստուգելու համար մենք իրականացրել ենք հետազոտություն: 140 մասնակիցներից 70-ը ունեցել են ծնողական դեպրիվացիա մինչև 10 տարեկան հասակը, մյուս 70-ը չեն ունեցել ծնողական դեպրիվացիա:

Սույն հոդվածում ներկայացրել ենք որոշ փորձարարական արդյունքներ, որոնք բացահայտում են դեպրիվացված անձի ինքնիրացման գործընթացում հանդիպող դժվարությունները: Հոդվածում քննարկվել են նաև ստացած տվյալների հնարավոր բացատրությունները:

Հոդվածում ամփոփված են հետազոտության արդյունքներն ու հետևությունները: Հիմնական եզրակացությունն այն է, որ թեև գրականության բազմաթիվ աղբյուրներ ցույց են տալիս, որ ծնողական դեպրիվացիա ունեցող մարդիկ դեպրիվացիա չունեցողների համեմատ ավելի շատ դժվարություններ ունեն ինքնիրացման գործընթացում և ավելի քիչ հնարավորություններ՝ դառնալու ինքնիրացված անձ, մեր ուսումնասիրությունը վկայում է այն մասին, որ միայն աննշան տարբերություն կա դեպրիվացված և դեպրիվացիա չունեցող

սուբյեկտների ինքնիրացման մակարդակի միջև: Ընդհանրացնելով՝ մեր բացահայտումները ցույց են տալիս, որ ծնողական դեպրիվացիան անփոփոխ և անշրջելի ազդեցություն չի թողնում անձի ինքնիրացման վրա:

**Բալանի բառեր և բառակապակցություններ.** ծնողական դեպրիվացիա, ինքնիրացում, ժամանակի կողմնորոշում, արժեքներ, ինքնահամակրանք, ծնողական բացարձակ սեր:

# **ОСОБЕННОСТИ САМОАКТУАЛИЗАЦИИ ЛЮДЕЙ С РОДИТЕЛЬСКОЙ ДЕПРИВАЦИЕЙ В ДЕТСКОМ ВОЗРАСТЕ**

**СИЛЬВИ ТАРДЖУМАНЯН**

преподаватель кафедры психологии в Европейском Университете  
аспирант кафедры общей психологии в ЕГУ  
silvitarjumanyan@yahoo.com

**ВАРДУИ ПАПОЯН**

преподаватель кафедры психологии в ЕГУ  
кандидат психологических наук, профессор  
vrapoan@ysu.am

## **Аннотация**

В данной статье представлены результаты исследования, проведенного с целью выявления особенностей самоактуализации у людей с родительской депривацией. На протяжении десятилетий одна из самых известных идей теории А. Маслоу заключалась в том, что у людей есть врожденное стремление к самоактуализации и что родительская любовь и забота являются основой успеха в этом процессе. Поэтому можно предположить, что люди, пережившие в детстве родительскую депривацию в связи с отсутствием или нарушением роли родителя(ей), испытывают затруднения в достижении самоактуализации. Чтобы проверить эту гипотезу, мы провели исследование. Из 140 участников 70 имели родительскую депривацию в возрасте до 10 лет, а остальные 70 не имели родительской депривации.

В данной статье мы представим некоторые экспериментальные результаты, раскрывающие трудности, возникающие в процессе самоактуализации депривированного человека, а также обсудим возможные объяснения полученных данных. Результаты исследовательской группы уступали результатам контрольной группы только по трем компонентам из одиннадцати: ориентация во времени, ценности и аутосимпатия. Различия были невелики, но с научной точки зрения значительны.

Низкие результаты по шкале временной ориентации получают те люди, которые погружены в переживания прошлого, с завышенной тягой к достижениям в будущем. Исследование показывает, насколько человек живет настоящим, не откладывая свою жизнь на будущее и не пытаясь найти убежище в прошлом. Другая шкала – ценности, высокие результаты которых показывают, что человек разделяет ценности самоактуализирующейся личности, в которые А. Маслоу включает: истину, доброту, красоту, целостность, отсутствие двойственности, жизненность, уникальность, совершенство, справедливость, порядок, простоту, самодостаточность. Предпочтение этих ценностей свидетельствует о стремлении к гармоничному существованию и здоровым отношениям с людьми без манипулирования. Другим аспектом является аутосимпатия, которая является естественной основой

психического здоровья и личной целостности. Низкие показатели характерны для нервных, тревожных, неуверенных в себе людей. Это вовсе не означает глупое самодовольство или некритическое самовосприятие, это просто хорошо осознанная позитивная Я-концепция, служащая источником устойчивой адекватной самооценки. Возможные объяснения более низких результатов по этим шкалам и последствия полученных результатов обсуждаются в статье.

В статье подведены итоги и выводы исследования. Главный вывод, который можно сделать, заключается в том, что, хотя многие источники в литературе показывают, что у людей с родительской депривацией больше трудностей в процессе самоактуализации и меньше возможностей стать самоактуализированной личностью чем у людей без депривации, наше исследование показывает, что существует лишь небольшая разница между уровнем самоактуализации депривированных и недепривированных людей. В целом наши данные показывают, что родительская депривация не оказывает необратимого и безповоротного влияния на самоактуализацию человека.

**Ключевые слова и словосочетания:** родительская депривация, самоактуализация, ориентация во времени, ценности, аутосимпатия, безусловная родительская любовь.

## **Introduction**

Deprivation is a mental condition that occurs when a person has not been able to satisfy some of his or her basic mental needs adequately for some period of time. The effect of deprivation can be manifested by small oddities that do not go beyond the normal emotional image, to the detriment of very deep thinking and character development.

For the moment it is sufficient to say that what is believed to be essential for mental health is that the infant and young child should experience a warm, intimate, and continuous relationship with his mother (or permanent mother-substitute) in which both find satisfaction and enjoyment. A state of affairs in which the child does not have this relationship is termed "maternal deprivation". This is a general term covering a number of different situations. Thus, a child is deprived even though living at home if his mother (or permanent mother-substitute) is unable to give him the loving care small children need. Again, a child is deprived if for any reason he is removed from his mother's care. This deprivation will be relatively mild if he is then looked after by someone whom he has already learned to know and trust, but may be considerable if the foster-mother, even though loving, is a stranger. All these arrangements, however, give the child some satisfaction and are therefore examples of partial deprivation. They stand in contrast to the almost complete deprivation which is still not uncommon in institutions, residential nurseries, and hospitals, where the child often has no one who cares for him in a personal way and with who he may feel secure [16, p. 12].

What really matters are the consequences, that the deprivation can leave on the psychological development of a person.

The ill-effects of deprivation vary in its degree. Partial deprivation brings in its train acute anxiety, excessive need for love, powerful feelings of revenge, and arising from these last, guilt and depression. These emotions and drives are too great for the immature means of control and organization available to the young child (immature both physiologically and psychologically). The consequent disturbance of psychic organization then leads to a variety of responses, often repetitive and cumulative, the end products of which are symptoms of neurosis and instability of character [17; 19]. Complete deprivation has even more far-reaching effects on character development and may entirely cripple the capacity to make relationships. As Bowlby mentions the results of researches leave no room for doubt that the development of the institution infant deviates from the norm at a very early age. If the regime is continued, the deviations become more pronounced. Such evidence is disquieting, but sceptics may question whether the retardation is permanent and whether the symptoms of illness may not easily be overcome. The retrospective and follow-up studies make it clear that such optimism is not always justified and that some children are gravely harmed for life. This is a somber conclusion which must be regarded as established [16, p. 12-16].

We were interested to find out whether parental deprivation in childhood has an impact on process of self-actualization of a person in adulthood.

### **Theoretical and methodological bases**

The concept of self-actualization is best known in psychology in the context of Abraham Maslow's hierarchy of needs. Maslow first introduced his concept in his 1943 paper "A Theory of Human Motivation" and his subsequent book *"Motivation and Personality"*. This hierarchy suggests that people are motivated to fulfill basic needs before moving on to other, more advanced needs. As a humanist, Maslow believed that people have an inborn desire to be self-actualized, in his words "What a man can be, he must be". In order to achieve these ultimate goals, however, a number of more basic needs must be met such as physiological, safety, love and belongingness, and self-esteem. [20, p 46].

For Maslow, a person is always "becoming" and never remains static in these terms. Self-actualization is based on leveraging one's abilities to reach their potential, it is a very individual process and can greatly differ from person to person. But the question is: does the person who had parental deprivation in childhood, have the same equal psychological grounds for self-actualization as the one who didn't have such an experience?

In a healthy family, children are provided a healthy and safe environment in which they develop the self. In this environment, the child will start his day already from the third level, having already fulfilled the physiological and safety needs as well as needs for love and belonging. It means that throughout the day, the focus will be on achieving the last two levels of the hierarchy- esteem and self-actualization.

Maslow mentions that his subjects were loved and were loving, and are loved and are loving. This tended to point to the conclusion that psychological health comes from being loved rather than from being deprived of love [3, p. 186].

This lead us to an assumption, that parent's love and acceptance lays the groundwork for a child's success in self-actualization. Consequently, people who had parental deprivation in childhood, either because of absence of a parent(s) or the failure of the main functions of the role of a parent(s) will have difficulties on the path of achieving self-actualization.

To illuminate this uncharted area, we have conducted a research and examined 140 people 21-35 years old, of which 70 (research group) had parental deprivation before the age of 10, and the other 70 (control group) did not have such an issue.

For measuring the level of self-actualization among deprived people, we used the fourth version of Personal Orientation Inventory by Everett Shostrom, which was adopted by N.F. Kalina and A. V. Lazukin in 1998. [15, p 297-302]. The method, in its turn, was adapted into Armenian language by the Laboratory of «Psychology of Personality and Professional Activity» of Yerevan State University. It consists of 11 measuring scales, which are shown in the table 1.

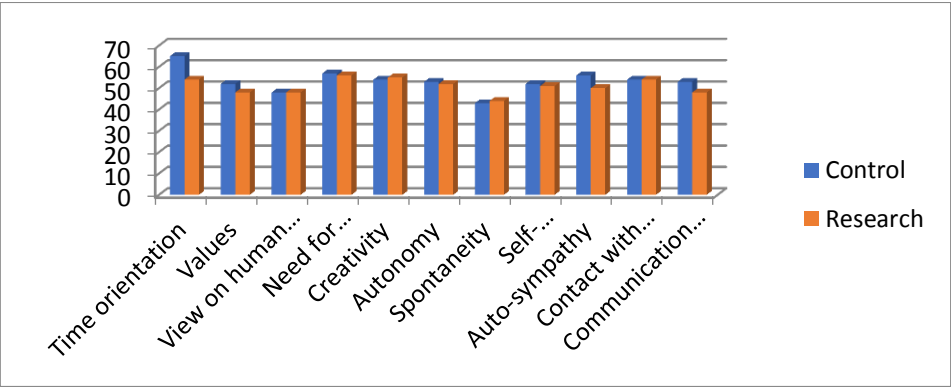
One of the parametric methods of mathematical statistics, the Independent Samples T-Test was used for the scientific validation of comparative analysis of research and control groups.

The calculations were performed with SPSS-23 statistical software package.



Main results

Table 1



As we can see in the diagram, the results of the research group conceded from the results of the control group by only three components, which are: time orientation, values and auto-sympathy. In this article we are going to discuss possible reasons of these differences.

*Time orientation:* low results get those people who are immersed in the feelings of the past, with an overestimated desire for achievements in the future. The time orientation scale shows how much a person lives in the present without delaying his life for the future and without trying to find shelter in the past. High results are typical of people who understand the existential value of life "here and now", who are able to enjoy the present without comparing it with the joy of the past, without devaluing the expectations of future success [15, p 426-433].

From Buddhist spirituality to the philosophy of new era and modern psychology, we are told to put aside the regrets of the past, the worries about the future, and try to make the most of the present. Time factor is an inseparable element of the whole human mental structure, which has a significant impact on its formation and development.

In general, time orientation is defined as an individual's dynamic view of his or her past, present, and future, which is shaped by the process of social activity that ensures individual self-actualization. Time orientation is also the expression of one's own meaning system, which allows to create a coherent structure of life. Without purposeful, well-developed time orientation, self-actualization and self-determination of a person is difficult.

Time orientation plays an important role in people's lifestyles. As a rule, they separate a certain time category and constantly "apply" it in life, for example, focusing on the past, present or future. The time parameter of the past or future can be positive or negative. In other words, the attitude towards the past, positive or negative, plays an important role in the perception of a present. Focusing on the reflection of the past places limitations on the experience of the present. When creating a picture of the future, a person

evaluates his present and past in accordance with what he has planned. If this combination causes dissatisfaction or frustration, previous meanings and values are re-evaluated and new forms of behavior are formed. How a person views his future prospects depends on his meaningful life orientations, attitudes, goals, and worldview in general. The relationship of his self with the past, present and future is the most promising position for the existence and development of a person. It is in this position that he finds the opportunity to realize the value of human life throughout the perspective of history [10, p 15-21].

The ability to determine life goals independently, as well as the presence of a meaningful, fulfilling time orientation to the future, are extremely important components of a person's mental health. Time is one of the important reserves of a person's mental organization and self-actualization in society [2, p 19-27]. Psychological time is formed on the basis of determinative connections between the main events of human life. The determination of human life has its peculiarities, which lies in the fact that along with the determination of the past (the reasoning of future events by the previous ones), there is also the determination of the future (the predicted results of life activities) [10, c. 15-21]. Time orientation characterizes the subject's behavior and is the dominant direction of that behavior in relation to past, present and future objects and events [8, p 176]. The orientation of time towards the past, present and future L.A. Regush defines as "temporary decentralization". This concept introduces the amount of energy that a person spends on one of the three components of time: past, present or future. Thus, a person's orientation towards the events of a certain time horizon determines their special significance [11, p 352].

Our subjects (21-35 years old) had parental deprivation in childhood because of one or both parents were absent from the family or violated their role. By telling role violation, we mean that they have been present in child's life, but didn't give supposed love, care and support to him. Surely, it has a special meaning for the child and can be an explanation why, even in adulthood his time orientation is directed towards the past.

According to J.V. Gorka, research data on the formation and development of children's personality in a difficult life situation, shows that personality changes that take place are reflected in how he evaluates the past, perceives the present, sees the future and what orientation of time he takes as a possible trajectory of personal development [5, p 110-113].

The results of I. U. Bubnova's and V. I. Rerke's research on "Life perspectives of boarding school students in the context of a subjective picture of the world", show that they have no motives or ideas related to the past, while there is a projection of traumatic factors on the future [12, p 248-250]. It is known that the conscious formation of a person's attitude towards the future begins in adolescence [6, p 492-522]. An adolescent, who has experienced parental deprivation in childhood and continue to live in the same conditions during the adolescence, has great difficulty choosing constructive behavioral strategies. The future can be a lifeline for him, where everything is good, there is no

suffering, everyone loves him and accepts him. In this way he makes the future a model of life and lives in the future, not in the present.

We have tried to explain the reasons of the law results in the scale of time orientation among deprived people and came into this conclusion. The past plays such a crucial role in shaping their lives that when they build their lives, make decisions, take certain steps, they rely on the past, in this case, on the traumatic episodes of the past. Living in the present, they try to fill up the past. For example, if a person was deprived of paternal love as a child, he directs his current activities to filling the love of the past, rather than finding new love. In other way by facing deprivation in childhood, they try to compensate it with such a future where there is no deprivation, where they are in a favorable condition, not compromising others, sometimes even surpassing them. They seem to live with the achievements of the future, not the present life. They often overestimate the future, constantly checking that feeling by referring to their past. The past hinders the present because they feel more secure in the future.

*Value scale:* high results of this scale show that the person shares the values of self-actualized personality, in which A. Maslow includes: truth, kindness, beauty, integrity, lack of duality, vitality, uniqueness, perfection, justice, order, simplicity, self-sufficiency. The preference of these values testifies about the desire for harmonious existence and healthy relationships with people without manipulation [15, p 426-433].

A number of Russian psychologists have studied this issue and came to the same conclusions. As E. Blyasova mentions, deprivation is the insufficiency or absence of the conditions necessary for normal personal development. Lack of ability to meet the needs of interaction with the environment determines the development of deprivation and negatively affects the mental state of the adolescent. Deprived adolescents have a special attitude towards themselves, others and the world. In such adolescents, the values are directed towards negative assessments of reality, lack of hope for a good future and pessimism. They do not fully possess the qualities necessary for an accurate perception of the surrounding reality [1, p 189-194]. According to E.G. Umanskaya, the most important value orientations among deprived adolescents are "financially secure life" and "happy family life". Values such as interesting work, fun, love are possible, but not prevalent. The most important things for such people are the values that have been actualized to some extent and are a compensation for real life [14, p 22-24]. Galyukova believed that those who were deprived had a contemptuous or indifferent attitude towards universal values [4, p 40-42].

Niyazova and her colleagues obtained interesting results in a study comparing the value orientations of orphans and children without parental care, who live in a state institution and foster families. 61% of orphans and children without parental care, who are brought up in a state institution, have the following value orientations: high financial security (1st degree), respect from others (2nd degree), independence and freedom in actions (3rd degree), self-confidence (4th degree). In the last places are such value orientations as happy family life (16th degree), love (17th degree), happiness of others (18th degree). Thus, among orphaned children raised in state institutions, value

orientations are directed towards their own development, and values such as family, love for other are in the last place for them.

The following values prevail among 67% of orphans and children without parental care growing up in a foster families: happy family life (1st degree), loyal and trusted friends (2nd degree), love for beloved ones (3rd place), well-being of the people around them (4th degree), wisdom of self-judgment (7th degree). The last places are occupied by financial security (16 degrees), freedom (17 degrees), entertainment (18 degrees). Thus, the family values, which they will need to build a strong, harmonious family in the future are predominant for the orphans and children without parental care raised in a foster families. They are able to take care of their loved ones, appreciate the bright moments of life, respect the opinion of others [9].

In our opinion the principles and values of a fundamentally satisfied and dissatisfied person are different. They have profoundly different perceptions of the physical, social, and psychological world that are directly related to the individual value system. A person, who is deprived of parental love and care, has fundamental dissatisfaction towards the life. To him, the world seems to be a dangerous place, inhabited by either those whom he can dominate or with those who can dominate him. His value system is a system of necessity, where lower demands prevail, especially the needs of reproduction and security. The fundamentally satisfied person is in a completely different position. He has much more potential to develop the values that Maslow mentioned.

Some authors connect values with time orientation. For example Vechkanova, describing the peculiarities of the relationship between value-semantic and time orientations of a person, comes to the conclusion that working with a hierarchical structure of meanings and values can lead to changes in time orientations, which can affect the overall picture of an individual's life. "The value-semantic nucleus," Vechkanova writes, "is localized in the psychological present of the subject, but the psychological past and future associated with it, also carry a certain value-semantic burden." Due to the fact that meanings and values are fundamental structures, that regulate human activity in the surrounding reality and are included in the structure of a person's time orientation, as well as based on the fact that in the process of reinterpreting life events, person's time orientation changes are possible, Vechkova talks about the determinative nature of value-semantic formations in the process of time orientation formation [3, p 61-75].

According to A.V. Levchenko, perception and understanding of the past, present and future, "plays a decisive role in the behavior of the individual and act as a 'guiding basis', which crystallizes the meaning of life." [7, c. 206].

In our researches, we haven't found any correlations between time orientation and values both in research and control groups. So we prefer to view these two components of self-actualization separately without connecting one to another.

The next scale in which the research group has lower results than the control group is *auto-sympathy* or in other words self-liking. Auto-sympathy is natural foundation of mental health and personal integrity. Low rates are typical to nervous, anxious, insecure people. It does not mean stupid complacency or uncritical self-perception at all, it is just a

well-conscious positive self-concept that serves as a source of sustained adequate self-esteem [15, p 426-433].

By telling auto-sympathy we understand friendliness and positive emotional treatment towards your own personality, self-acceptance, approval of yourself in general and in essential particulars.

E. T. Sokolova experimentally studying the components of self-relationship, came to the conclusion that self-liking is non-additive and stable system, which forms from unconditional parental love [13, p 120].

Based on this statement, we can say that, as our respondents did not receive so-called absolute parental love from their parent or both parents (due to absence or role violation), they have a low level of auto-sympathy. This does not mean that this phenomenon should necessarily affect their self-esteem. By overcoming the difficulties of life, setting goals and achieving them, they can develop adequate self-esteem [18]. However, this does not increase auto-sympathy. Deprived children, seeing in childhood that the parent does not give them supposed love, care and sense of security, may think that the reason are themselves. They are not good enough, that's why the parent does not love them. They do not deserve love. Consequently, a child may develop low auto-sympathy due to the parent's attitude or the absence of a parent in general.

### **Conclusion**

In the article we have discussed the results of the research that we have conducted to find out the level of self-actualization among people with parental deprivation in childhood. We have seen that the results of the research group were different from the control group only in three scales, which are time orientation, values and auto-sympathy. There were no differences in results from the other 8 scales: view on human nature, need for cognition, creativity, autonomy, spontaneity, self-understanding, contact with people, communication flexibility. It means that people with parental deprivation didn't have any difficulties in developing these aspects. The analysis leads us to the following conclusions that the fact that they didn't have a parent(s) or parental love and care did not hold them back from reaching the same level of growth as the people who have been raised having loving and fully present parents.

The more important are the criteria in which deprived people got lower results than people without deprivation. We have discussed each of them separately and came into the following conclusion:

- The past plays such a crucial role in shaping lives of deprived people, that when they build their lives, make decisions, take certain steps, they rely on the past, in this case, on the traumatic episodes of the past. Living in the present, they try to fill up the past. For example, if a person was deprived of paternal love as a child, he directs his current activities to filling the love of the past, rather than finding new love. In other way by facing deprivation in childhood, they try to compensate it with such a future where there is no deprivation, where they are in a favorable condition, not compromising others, sometimes even surpassing them. They seem

to live with the achievements of the future, not the present life. They often overestimate the future, constantly checking that feeling by referring to their past. The past hinders the present because they feel more secure in the future.

- The principles and values of a fundamentally satisfied and dissatisfied person are different. They have profoundly different perceptions of the physical, social, and psychological world that are directly related to the individual value system. A person, who is deprived of parental love and care, has fundamental dissatisfaction towards the life. To him, the world seems to be a dangerous place, inhabited by either those whom he can dominate or with those who can dominate him. His value system is a system of necessity, where lower demands prevail, especially the needs of reproduction and security. The fundamentally satisfied person is in a completely different position. He has much more potential to develop the values that Maslow mentioned.
- Our respondents have a low level of auto-sympathy, because they did not receive so-called absolute parental love from their parent or both parents (due to absence or role violation). This does not mean that this phenomenon should necessarily affect their self-esteem. By overcoming the difficulties of life, setting goals and achieving them, they can develop adequate self-esteem. However, this does not increase auto-sympathy. Deprived children, seeing in childhood that the parent does not give them supposed love, care and sense of security, may think that the reason are themselves. They are not good enough, that's why the parent does not love them. They do not deserve love. Consequently, a child may develop low auto-sympathy due to the parent's attitude or the absence of a parent in general.

The article summarizes the findings and contributions made in our research. The main conclusion that can be drawn is that, though a lot of sources in literature show that people with parental deprivation have more difficulties in the process of self-actualization and less possibilities in becoming a self-actualized person, our study provides evidence that there is only a slight difference in the level of self-actualization between deprived and non-deprived subjects. Broadly translated our findings indicate that parental deprivation does not have unaltered impact on the process of self-actualization.

## References

1. Блясова, И.Ю. Влияние депривации на развитие личности подростка / И.Ю. Блясова // Сборники конференций НИЦ Социосфера. - 2014. - №43. - С. 194
2. Болотова, А.К. Самосознание и развитие личности как «особый временной момент» / А.К. Болотова // Культурно-историческая психология. - 2009. - № 1. - С. 247
3. Вечканова, Е.М. Методологические предпосылки исследования ценностно-смысловых детерминант временной перспективы личности / Е.М. Вечканова // СИСП. - 2015. - №3 (47). - С. 175

4. Галюкова, М. Детская депривация как фактор насилия в современном обществе / М. Галюкова // Alma mater. Вестник высшей школы. – № 9. – 2006. – С. 246
5. Горькая, Ж.В. Влияние модели обучения на восприятие и организацию времени учащимися / Ж.В. Горькая // Вестник ОГУ. – 2014. – №4. – С. 196
6. Крайг Г., Бокум Д., Психология Развития, 9-е издание, Питер, 2008, 939, 492-522).
7. Левченко, А.В. Психологические характеристики временной транспективы самоактуализирующейся личности / А.В. Левченко // МНКО. - 2011. - №4-1. - С. 240
8. Непомнящая, Н.И. Ценность как личностное основание: Типы. Диагностика. Формирование / Н.И. Непомнящая. М.: МПСИ, 2000. –С. 176
9. Ниязова А.А., Гибадуллина Ю.М., Бурнатова Т. А., Исследование ценностных ориентаций у детей сирот и детей, оставшихся без попечения родителей, воспитывавшихся в условиях государственного учреждения и замещающей семьи, Norwegian Journal of development of the International Science No 16/2018
10. Ральникова, И.А. Субъективное переживание времени личностью как предмет научного психологического исследования / И.А. Ральникова // Известия АлтГУ. - 2001. - №2. - С.15-21, С. 196
11. Регуш, Л.А. Психология прогнозирования: успехи в познании будущего / Л.А. Регуш. СПб.: Речь, 2003. –С. 352
12. Перке В.И. // Вектор науки Тольяттинского государственного университета. - 2015. - №1. - С. 248-250.
13. Соколова, Е. Т. Самосознание и самооценка при аномалиях личности / Е. Т. Соколова. – М. : Изд-во МГУ, 1989- С. 215
14. Уманская, Е.Г. Психологические особенности развития подростков в условиях депривации / Е.Г. Уманская // Среднее профессиональное образование. – 2013. – № 9. – С. 225
15. Фетискин Н.П., Козлов В.В., Мануйлов Г.М. Социально-психологическая диагностика развития личности и малых групп. – Учебное пособие, Издательство Института Психотерапии, М., 2002. С. 433
16. Bowlby J., Maternal Care and Mental Health, World Health Organization, Palais Des Nations, Geneva, 1952, p. 357
17. Hakobyan N., Khachatryan A. Socio-Cultural Interpretation of Person's Psychological Resources in Emergency Situations. Main Issues Of Pedagogy And Psychology 17 (1), 65-82
18. Hakobyan N., Khachatryan A. Methodological Approaches to the Study of Person's Identity. Katchar Scientific Periodical, ISEC, NAS RA, 2020- № 2, pp. 60-67.
19. Hakobyan N., Gevorgyan S., Petrosyan L., Khachatryan A. The Problem of Personal Development in the Context of Social Anomie Wisdom. 22 (2), pp. 7-14. wisdomperiodical.com
20. Maslow A., Motivation and Personality, Harper and Row, Publishers, Inc. 1954, copyright by Abraham Maslow, Reprinted from the English Edition by Harper and Row, Publishers 1954, 1970; p. 365