

Psychological Factors Influencing the Social Adaptation Process of Unorganized Youths

Axmedova Moxira Sultanbayevna
Bukhara State University, Uzbekistan



DOI : <https://doi.org/10.61796/jheaa.v3i6.1807>



Sections Info

Article history:

Submitted: March 06, 2026
Final Revised: April 14, 2026
Accepted: May 18, 2026
Published: June 03, 2026

Keywords:

Unorganized youth
Social adaptation
Psychological determinants
Motivation
Communicative competence
Emotional stability
Social integration
Youth psychology
Social activity
Psychological support

ABSTRACT

Objective: This article scientifically examines the psychological factors influencing the process of social adaptation of unorganized youth in Uzbekistan. The study highlights the role of social activity, communicative abilities, motivational needs, and emotional stability in the integration of young people into society. Particular attention is paid to the impact of family environment, peer relationships, employment level, educational discontinuity, and the digital information environment on youth psychology. **Method:** The article also develops scientific and practical recommendations aimed at improving youth social adaptation through psychological training, vocational guidance programs, motivational approaches, and mechanisms of social cooperation. **Results:** The findings indicate that a low level of social adaptation among unorganized youth is often associated with insufficient psychological support, lack of self-confidence, and weak social motivation. The research findings have significant theoretical and practical importance for enhancing youth policy, psychological service systems, and the activities of educational institutions. **Novelty:** The study contributes to a deeper understanding of the socio-psychological characteristics of unorganized youth and provides a basis for developing effective adaptation strategies in modern society.

INTRODUCTION

Youth represent one of the most strategically important social groups in contemporary society, as their social activity, adaptability, and psychological stability directly influence the sustainable development of the state. In Uzbekistan, the issue of supporting unorganized youth has become a priority direction of state policy in recent years due to rapid social transformation, urbanization, labor migration, digitalization, and changing socio-economic conditions. According to official data, Uzbekistan's population currently exceeds 38 million, and nearly 25 percent of the population consists of young people aged between 14 and 30. This demographic situation creates both significant opportunities and serious socio-psychological challenges related to youth adaptation and integration into society.

The concept of "unorganized youth" generally refers to young individuals who are not officially engaged in employment, education, vocational training, or organized social institutions. Researchers emphasize that this category of youth is more vulnerable to social isolation, low social activity, behavioral instability, and psychological maladjustment. In many cases, insufficient participation in educational or labor processes limits opportunities for self-realization and weakens social responsibility, communication skills, and emotional resilience [1].

Social adaptation is considered a multidimensional psychological process through which an individual adjusts to changing social conditions, social norms, interpersonal relationships, and professional environments. Modern psychological theories interpret social adaptation as a dynamic interaction between personality traits and environmental influences. Emotional stability, self-esteem, communicative competence, motivation, value orientation, and social support are recognized as essential determinants of successful adaptation among young people. Researchers also note that adolescents and youth with weak adaptive mechanisms often demonstrate higher levels of anxiety, social alienation, low self-confidence, and deviant behavioral tendencies [2].

In the context of Uzbekistan, several socio-economic and psychological factors significantly influence the adaptation process of unorganized youth. One of the most important factors is unemployment and economic instability. Sociological surveys conducted among Uzbek youth revealed that many young people experience difficulties in finding suitable employment opportunities and achieving economic independence. Such conditions may negatively affect psychological well-being, increase emotional stress, and reduce motivation toward active social participation [3].

Another important determinant is the family environment. Psychological studies indicate that unfavorable family climates, lack of emotional support, conflicts within the family, and insufficient parental attention negatively influence adolescents' psycho-emotional development and social adaptation. Family remains one of the primary institutions shaping social behavior, moral values, and adaptive capacities among youth. Therefore, emotionally supportive family relationships contribute significantly to the formation of social confidence and resilience.

The rapid expansion of digital technologies and social media also plays an increasingly important role in shaping youth psychology and social adaptation. Digital platforms create new opportunities for communication, education, and self-expression; however, excessive or uncontrolled social media use may increase social anxiety, virtual dependency, emotional instability, and identity confusion among young people. Contemporary research demonstrates that online participation does not always guarantee effective offline social integration and may sometimes weaken real interpersonal communication skills [4].

Furthermore, cultural transformation and globalization processes influence the worldview and value orientation of Uzbek youth. Discussions among young people frequently reflect concerns regarding identity formation, social belonging, and balancing national traditions with global cultural influences. Although globalization expands access to information and educational opportunities, it may simultaneously create psychological uncertainty and weaken traditional mechanisms of socialization.

Recognizing these challenges, the government of Uzbekistan has introduced several strategic initiatives aimed at supporting youth development and strengthening social adaptation mechanisms. The "Youth of New Uzbekistan - 2030" Strategy prioritizes employment support, vocational training, social inclusion, psychological well-being, and youth engagement in social and cultural activities. International organizations, including

UNICEF, also emphasize the necessity of strengthening social protection systems and psychological support services for children and youth in Uzbekistan [5].

Therefore, studying the psychological factors influencing the social adaptation of unorganized youth remains highly relevant both theoretically and practically. Identifying the determinants of successful adaptation can contribute to the development of effective psychological interventions, educational programs, vocational guidance systems, and social support mechanisms. Moreover, understanding the psychological needs and behavioral characteristics of unorganized youth is essential for preventing marginalization, social passivity, and various forms of maladaptive behavior in modern society [6].

RESEARCH METHOD

The present study was conducted to identify the psychological factors influencing the process of social adaptation among unorganized youth in Uzbekistan. The research employed a mixed quantitative psychological approach based on standardized psychodiagnostic methods that are widely used in Uzbek psychological practice and educational research. Particular attention was given to the assessment of emotional stability, communicative competence, social motivation, and adaptive behavioral tendencies, as these indicators are considered essential determinants of successful social integration among young people. The methodological framework of the research was developed in accordance with contemporary socio-psychological principles and adapted to the socio-cultural conditions of Uzbekistan [7].

The empirical research was carried out among 120 unorganized young individuals aged between 18 and 30 living in urban and semi-urban regions of Uzbekistan. The sample included unemployed youth, individuals temporarily outside formal education, and young people not participating in organized social institutions [8]. Participants were selected through stratified sampling to ensure representation of both genders and different socio-economic backgrounds. Prior to data collection, all participants were informed about the purpose of the research, confidentiality principles, and voluntary participation requirements [9].

RESULTS AND DISCUSSION

Results

The empirical investigation was conducted among 120 unorganized young individuals aged 18–30 residing in urban and semi-urban regions of Uzbekistan. Data were collected using two standardized psychodiagnostic instruments: the Social-Psychological Adaptation Questionnaire (Rogers and Dymond) and the Communicative and Organizational Skills Assessment Method (Sinyavsky and Fedorishin) [10]. Statistical analyses were performed using IBM SPSS Statistics version 26.0, including descriptive statistics, Pearson correlation analysis, and independent sample t-tests. The Cronbach's Alpha reliability coefficients for both instruments exceeded 0.80, confirming the internal consistency and measurement reliability of the applied tools. The results of the

psychodiagnostic assessment across the four key psychological indicators are summarized below [11].

The first stage of statistical analysis focused on determining the general level of social adaptation and related psychological characteristics among respondents. The obtained results revealed that emotional stability and communicative competence significantly influenced adaptive behavior and social participation among unorganized youth [12].

Table 1. Descriptive Indicators of Psychological Determinants of Social Adaptation (N=120).

Psychological Indicators	Mean (M)	Standard Deviation (SD)	Adaptation Level
Emotional Stability	68.4	7.2	Moderate
Communicative Competence	72.1	6.5	High
Social Motivation	64.8	8.1	Moderate
Self-Confidence	61.7	7.9	Moderate
General Social Adaptation	69.5	6.8	Moderate-High

The statistical indicators presented in Table 1 demonstrate that communicative competence showed the highest mean value among all psychological variables (M=72.1), indicating that interpersonal interaction skills play a central role in the adaptation process of unorganized youth [13]. Emotional stability and general social adaptation indicators also displayed relatively positive values, although moderate fluctuations were observed among participants with unstable employment status and limited social support. Lower indicators of self-confidence and social motivation among some respondents suggest the presence of psychological barriers limiting active participation in social life [14].

The second stage of analysis examined the relationship between psychological variables and overall social adaptation using Pearson correlation analysis. The results confirmed statistically significant positive correlations between emotional stability, communicative competence, and social adaptation levels [15].

Table 2. Correlation Analysis Between Psychological Variables and Social Adaptation.

Variables	Emotional Stability	Communicative Competence	Social Motivation	General Social Adaptation
Emotional Stability	1	0.61**	0.54**	0.73**
Commune Competence	0.61**	1	0.49**	0.69**
Social Motivation	0.54**	0.49**	1	0.65**
General Social Adaptation	0.73**	0.69**	0.65**	1

Note: $p < 0.01$

The correlation analysis results indicate strong positive relationships between emotional stability and general social adaptation ($r=0.73$, $p<0.01$), as well as between communicative competence and adaptation level ($r=0.69$, $p<0.01$). These findings confirm that psychologically stable and socially communicative young individuals demonstrate higher levels of successful integration into social environments. Furthermore, social motivation also showed a statistically significant association with adaptation indicators, suggesting that internally motivated youth are more likely to engage in constructive social activities and establish productive interpersonal relationships.

Overall, the applied methodologies and statistical analyses allowed for a comprehensive evaluation of the socio-psychological determinants influencing the adaptation process of unorganized youth in Uzbekistan. The obtained empirical findings confirm that emotional resilience, communication skills, self-confidence, and motivational orientation constitute essential psychological resources supporting successful social integration. The methodological approach used in this research provides a scientifically grounded basis for developing future psychological intervention programs, preventive strategies, and youth support mechanisms within the Uzbek socio-cultural context.

Discussion

In order to evaluate the psychological determinants of social adaptation, two scientifically validated psychodiagnostic methodologies regularly used in Uzbekistan were applied. The first instrument was the Social-Psychological Adaptation Questionnaire developed by Carl Rogers and Richard Dymond, which has been extensively adapted for use in Uzbek educational and psychological research environments. This methodology allows researchers to assess self-acceptance, emotional comfort, internality, social activity, and communicative adaptability. The second instrument was the Communicative and Organizational Skills Assessment Method (COS) developed by Russian psychologists Vladimir Sinyavsky and Boris Fedorishin. This method is widely implemented in psychological diagnostics across higher educational institutions and youth research centers in Uzbekistan due to its reliability in evaluating interpersonal communication and organizational abilities.

The collected empirical data were processed using the statistical software package IBM SPSS Statistics version 26.0. Descriptive statistics, Pearson correlation analysis, and independent sample t-tests were used to determine relationships between psychological indicators and levels of social adaptation. The reliability coefficient of the applied methodologies demonstrated satisfactory internal consistency, with Cronbach's Alpha values exceeding 0.80, indicating high reliability of the research instruments.

CONCLUSION

Fundamental Finding : The conducted research demonstrates that the process of social adaptation among unorganized youth in Uzbekistan is shaped by a complex system of psychological, social, and environmental factors. Modern socio-economic

transformations, rapid digitalization, changes in labor market conditions, and the weakening of traditional socialization mechanisms significantly influence the psychological well-being and adaptive capacities of young people. In this context, unorganized youth represent one of the most socially vulnerable groups, as insufficient involvement in education, employment, and organized social activities often increases the risk of social isolation, emotional instability, and maladaptive behavior. The findings of the study confirm that emotional stability, communicative competence, self-confidence, and social motivation are among the most influential psychological determinants of successful social adaptation. Young individuals who possess developed communication skills, emotional resilience, and positive self-perception demonstrate greater ability to establish constructive interpersonal relationships, participate actively in social life, and overcome stressful situations. Conversely, low levels of self-confidence, weak social motivation, and limited emotional regulation negatively affect adaptation processes and may contribute to passivity, social alienation, and psychological vulnerability. The research also reveals the significant role of family environment and social support systems in shaping adaptive behavior among youth. Supportive family relationships, positive peer interaction, and constructive communication environments strengthen emotional security and increase social participation. Another important conclusion of the study is that digital technologies exert a dual influence on youth adaptation. On the one hand, digital platforms provide opportunities for communication, access to information, self-expression, and educational development. On the other hand, uncontrolled or excessive use of social media may decrease real-life communication skills, increase emotional tension, and contribute to social detachment. The statistical analysis carried out through SPSS software confirmed strong positive relationships between emotional stability, communicative competence, social motivation, and general adaptation indicators. These empirical results provide scientific evidence that psychological resilience and interpersonal competence function as protective factors supporting successful integration into society. **Implication:** Consequently, the development of psychological training programs, communication skill workshops, motivational interventions, and vocational orientation initiatives can significantly improve the adaptive capacities of socially vulnerable youth groups. The study further emphasizes the necessity of strengthening institutional support mechanisms for unorganized youth in Uzbekistan. Educational institutions, psychological service centers, community organizations, and employment agencies should work collaboratively to create integrated systems of psychological assistance and social support. Expanding access to professional counseling services, career guidance programs, and social engagement initiatives may reduce social passivity and increase youth participation in productive social activities. In addition, state youth policy should prioritize preventive psychological programs focused on emotional well-being, social inclusion, and personal development. In conclusion, the social adaptation of unorganized youth represents not only a psychological issue but also an important social and developmental challenge for modern Uzbek society. Ensuring successful adaptation among young people contributes

directly to social stability, economic productivity, and the formation of an active civil society. Therefore, comprehensive interdisciplinary approaches combining psychology, education, sociology, and public policy are essential for creating favorable conditions for youth development and successful integration into rapidly changing social realities.

Limitation: At the same time, economic instability, unemployment, educational discontinuity, and excessive dependence on virtual communication environments may weaken social integration and reduce adaptive potential. These conditions indicate that the adaptation difficulties experienced by unorganized youth cannot be explained solely by individual psychological characteristics but must also be understood within broader socio-cultural and economic contexts. Therefore, psychological support programs aimed at strengthening adaptive behavior should consider the growing influence of digital environments on youth identity formation and social interaction. **Future Research:** The results of this study may serve as a theoretical and practical foundation for future scientific research and for the development of effective youth support strategies in Uzbekistan.

REFERENCES

- [1] E. H. Erikson, *Identity: Youth and Crisis*. New York, NY, USA: W. W. Norton & Company, 1968.
- [2] A. H. Maslow, *Motivation and Personality*, 3rd ed. New York, NY, USA: Harper & Row, 1987.
- [3] C. R. Rogers, *On Becoming a Person: A Therapist's View of Psychotherapy*. Boston, MA, USA: Houghton Mifflin, 1961.
- [4] L. S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA, USA: Harvard University Press, 1978.
- [5] A. N. Leontiev, *Activity, Consciousness, and Personality*. Englewood Cliffs, NJ, USA: Prentice-Hall, 1978.
- [6] D. Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ*. New York, NY, USA: Bantam Books, 1995.
- [7] U. Bronfenbrenner, *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA, USA: Harvard University Press, 1979.
- [8] S. Turkle, *Alone Together: Why We Expect More from Technology and Less from Each Other*. New York, NY, USA: Basic Books, 2011.
- [9] A. Giddens, *Modernity and Self-Identity: Self and Society in the Late Modern Age*. Cambridge, UK: Polity Press, 1991.
- [10] B. G. Ananyev, *Man as an Object of Knowledge*. Leningrad, USSR: Leningrad University Press, 1968.
- [11] A. V. Petrovsky, *Personality, Activity, and Collective*. Moscow, Russia: Politizdat, 1982.
- [12] C. Rogers and R. F. Dymond, Eds., *Psychotherapy and Personality Change*. Chicago, IL, USA: University of Chicago Press, 1954.
- [13] V. V. Sinyavsky and B. A. Fedorishin, *Communicative and Organizational Skills Assessment Methodology (COS)*. Moscow, Russia: Institute of Youth, 1992.
- [14] UNICEF, *Adolescents and Youth in Uzbekistan: A Situation Analysis*. Tashkent, Uzbekistan: UNICEF, 2021.
- [15] S. Rubinstein, *Fundamentals of General Psychology*, 2nd ed. Moscow, Russia: Uchpedgiz, 1946.

***Axmedova Moxira Sultanbayevna (Corresponding Author)**

Bukhara State University researcher

Email: moxira37@gmail.com
