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# PSYCHO-ECONOMIC DEPRIVATION OF SCIENTIFIC AND PEDAGOGICAL WORKERS

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**PSYCHO-ECONOMIC DEPRIVATION  
OF SCIENTIFIC AND PEDAGOGICAL WORKERS**

**Monograph**

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The monograph is devoted to the problem of psycho-economic deprivation of scientific and pedagogical workers in the modern conditions of society development and its impact on the quality of their professional activity. The theoretical and practical aspects of the manifestation of psycho-economic deprivation in scientific and pedagogical workers have been revealed, and the tools and the author's methodology for determining its development have been justified. The inhibitory effect of psycho-economic deprivation of scientific and pedagogical workers on the components of the quality of their professional activity has been revealed.

It is addressed to specialists in the field of psychology, pedagogy, and related disciplines, students, postgraduates, doctoral students, and general educators.

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## ABSTRACT

The research paper reveals the essence and content of psycho-economic deprivation, the nature, and peculiarities of its manifestation in scientific and pedagogical workers of higher education institutions of Ukraine at the present stage of society development, as well as its impact on the components of the quality of their professional activity.

The research paper also reveals the methods of empirical research of psycho-economic deprivation in academic staff members, including depending on the length of their teaching experience and age. The sample included 308 scientific and pedagogical workers from Lviv HEIs. Their age ranged from 23 to 77 years, and teaching experience varied from 1 to 49 years. At the same time, this sample of AS members was formed in such a way that all age categories were evenly represented in it, taking into account their teaching experience. For this purpose, the AS of the sample was divided into 7 subgroups of 44 persons.

The analysis of the results of the empirical study shows that psycho-economic deprivation in AS, in comparison with other types of psychological deprivation, generally has the highest developmental coefficients. Its actual development is at a high level in 52 (16.88%) persons, at an above-average level – in 127 (41.24%) persons, at an average level – in 102 (33.12%) persons, at a below-average level – in 26 (8.44%) persons, at a low level – in 1 (0.32%) person.

Based on the calculation of the Kruskal-Wallis H-test criterion, the level of development of psycho-economic deprivation in AS of subgroups formed by the amount of teaching experience and age has been determined. It has been established that psycho-economic deprivation is most typical for AS subgroup IV (20-26 years of teaching experience; age: 43-50 years old), in which its development is the highest of all subgroups with an average coefficient of 0.82. The second place is taken by the subgroup III of scientific and pedagogical workers (13-19 years of teaching experience; age: 36-42 years old) with an average coefficient of 0.74; the third – subgroup II (6-12 years of teaching experience; age: 29-35 years old) with an average coefficient of 0.71;

the fourth – subgroup V (27-33 years of teaching experience; age: 51-57 years old) with an average coefficient of 0.67; the fifth – subgroup I (1-5 years of teaching experience; age: 23-28 years old) with an average coefficient of 0.59; the sixth – subgroup VI (34 years of teaching experience; age: 58-65 years old) with an average coefficient of 0.54; the seventh – subgroup VII (more than 40 years of teaching experience; age: more than 65 years old) – with an average coefficient of 0.51. In general, the results of the manifestation of psycho-economic deprivation in scientific and pedagogical workers of all subgroups demonstrate the age dynamics, which means that at the beginning of a career, the psycho-economic factor is important and oppression is felt in this area, then the tension disappears, and approximately at the age of 58, the material factor becomes important again.

Based on the correlation analysis, it was found out that psycho-economic deprivation is not a part of the core of psychological deprivation of the entire sample of AS, but it affects it indirectly – through their psychocognitive deprivation (strength of relation – -0.33;  $p \leq 0.01$ ).

Based on the analysis of the simulated correlation models of the manifestation of psychological deprivation in AS subgroups formed by the amount of teaching experience and age, it was found that psycho-economic deprivation: 1) is included in the core of psychological deprivation of the subgroup I (1-5 years of teaching experience; age: 23-28 years old) and subgroup VII (more than 40 years of teaching experience; age: more than 65 years old); 2) is not included in the core of psychological deprivation, but significantly affects it – in subgroup IV (20-26 years of teaching experience; age: 43-50 years old) and subgroup VI (34-40 years of teaching experience; age: 58-65 years old); 3) is not included in the core of psychological deprivation and does not actually affect it – in subgroup II (6-12 years of teaching experience; age: 29-35 years old), subgroup III (13-19 years of teaching experience; age: 36-42 years old) and subgroup V (27-33 years of teaching experience; age: 51-57 years old).

The author has identified six out of sixteen components of the quality of professional activity of AS, on which psycho-economic deprivation has an inhibitory effect as part of the total value of psychological deprivation, namely on the component:

1) “motivation to succeed” – 13.7%; 2) “lack of motivation to avoid failure” (which has an inverse proportional dependence on motivation to avoid failure) – 13.5%; 3) “the importance of personal achievements” (which has an inverse proportional dependence on the reduction of personal achievements) – 11.9%; 4) “lack of self-orientation” (which has an inverse proportional dependence on self-orientation) – 8.8%; 5) “personalization” (which has an inverse proportional dependence on depersonalization) – 7.6%; 6) “lack of a passive style of managing the educational process of higher education students” (which has an inverse proportional dependence on the passive style of management) – 7.34%.

**Keywords:** *psycho-economic deprivation, basic psycho-economic deprivation, normative psycho-economic deprivation, relative psycho-economic deprivation, psycho-economic deprivation coefficient, development of psycho-economic deprivation in scientific and pedagogical workers, inhibitory effect of psycho-economic deprivation.*

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## ABBREVIATIONS AND NOTATIONS

<b>HEIs</b>	– higher education institutions;
<b>AS</b>	– academic staff (scientific and pedagogical workers);
<b>KSCQ</b>	– a combination of knowledge, skills, competencies, personal qualities, and their effective use by scientific and pedagogical workers during the educational process (acronym of <i>knowledge, skills, competencies, qualities</i> );
<b>AS Subgroup I</b>	– a subgroup of scientific and pedagogical workers, which numbers 44 people from the sample, whose teaching experience ranges from 1 to 5 years, and the age is from 23 to 28 years;
<b>AS Subgroup II</b>	– a subgroup of scientific and pedagogical workers, which numbers 44 people from the sample, whose teaching experience ranges from 6 to 12 years, and the age is from 29 to 35 years;
<b>AS Subgroup III</b>	– a subgroup of scientific and pedagogical workers, which numbers 44 people from the sample, whose teaching experience ranges from 13 to 19 years, and the age is from 36 to 42 years;
<b>AS Subgroup IV</b>	– a subgroup of scientific and pedagogical workers, which numbers 44 people from the sample, whose teaching experience ranges from 20 up to 26 years, and the age is from 43 to 50 years;
<b>AS Subgroup V</b>	– a subgroup of scientific and pedagogical workers, which numbers 44 people from the sample, whose teaching experience ranges from 27 to 33 years, and the age is from 51 to 57 years;
<b>AS Subgroup VI</b>	– a subgroup of scientific and pedagogical workers, which numbers 44 people from the sample, whose teaching experience ranges from 34 to 40 years, and the age is from 58 to 65 years;
<b>AS Subgroup VII</b>	– a subgroup of scientific and pedagogical workers, which numbers 44 people from the sample, whose teaching experience is more than 40 years, and whose age is more than 65 years.



## INTRODUCTION

**Relevance of the research.** The deep social and economic crises in Ukraine, exacerbated by the war with the Russian Federation, the constant rise in prices for both essential goods and utilities, with little growth in salaries and pensions, in an atmosphere of destruction by the Rashists (Russian fascists) of critical (vital) infrastructure economic enterprises, healthcare and educational institutions, the destruction of residential buildings, entire villages and cities, not mentioning tens of thousands of deaths, cause not only an increase in socio-psychological and psychological tension in society but also an increase in psycho-economic deprivation.

All this also applies to AS. The AS remuneration is currently low, and compared to the advanced European countries, it is miserable. This is probably one of the reasons why the quality of AS professional activity has not improved significantly in recent years. The AS efforts are often aimed not at improving the quality of professional training of higher education students, which requires improving pedagogical skills, but at providing financial support for their families. Many of them experience psychological deprivation, including psycho-economic deprivation.

The analysis of publications on the problems of AS professional activity shows that the issue of the impact of psycho-economic deprivation on its quality has not been raised in general. The fact is that research on psycho-economic deprivation and its impact on a person's behavior and activity is still at an initial stage. Actually, I made the first steps in the study of this psychological phenomenon by defining psycho-economic deprivation as one of the types of psychological deprivation of a person and an important problem of psychological science. However, it has not yet been revealed how psycho-economic deprivation is represented in the human psyche, how it affects behavior and activities, etc. Until now, there are no tools for identifying and assessing the development of psycho-economic deprivation in a person, and thus no empirical studies on this issue. Therefore, the study of psycho-economic deprivation and its

impact on the quality of AS professional activity is relevant for both psychological theory and practice.

**Object of the research:** psycho-economic deprivation of a person.

**Subject of the research:** the essence and content of psycho-economic deprivation of a person, its manifestation in AS, and its impact on the components of the quality of their professional activity.

**Purpose of the research:** determining the theoretical and methodological basis for the study of psycho-economic deprivation, revealing its essence, content, and manifestation in AS, as well as its impact on the components of the quality of their professional activity.

According to the purpose of the research, the following **tasks** are set in the research paper:

- 1) to determine the research status of the problem of psycho-economic deprivation and identify the theoretical and methodological basis of its cognition as a psychological phenomenon;
- 2) to reveal the essence and content of psycho-economic deprivation and the nature of its course in the human psyche;
- 3) to develop and standardize a methodology for determining and assessing psycho-economic deprivation;
- 4) to conduct an empirical study of the manifestation of AS psycho-economic deprivation;
- 5) to assess the importance of the inhibitory impact of psycho-economic deprivation on the components of the quality of AS professional activity.

**Theoretical and methodological basis of the research** is psycho-energetic and energetic-psycho-functional approaches to the activity of the human psyche, as well as the main provisions of the functional and processual concept of human psychological deprivation.

To solve the task set, the author used appropriate theoretical, empirical, and statistical **research methods**.

*Theoretical methods* (historical and logical, systematic analysis of scientific literature, comparison, generalization and systematization of the information obtained systematic and structural, modeling) involved the identification, organization, and systematization of knowledge about human unmet economic (material) needs, their impact on the functional and operational activity of the psyche and the development and manifestation of psycho-economic deprivation.

*Empirical methods* for determining and assessing psycho-economic deprivation in AS – the author's "Methodology for Determining Psycho-Economic Deprivation and its Subtypes in Adults".

*Mathematical statistics*: the method of determining the arithmetic mean – to determine the value of the coefficients of development of psycho-economic and psychological deprivation in AS; the method of calculating the Kruskal-Wallis H-test criterion – to determine the average with the dispersion of non-parametric parameters to assess and explain differences in the degree of expression (development) of the studied phenomena in AS groups with different ages and teaching experience; Pearson's correlation analysis method - to identify the correlation between the phenomena studied; multiple regression analysis, which is a tool for studying the influence of factors (independent variables) on the dependent variable – to assess the impact of psycho-economic deprivation on the components of the quality of AS professional activity. Statistical data processing was performed using the SPSS 23.0 computer program.

**Experimental basis of the research.** The research was conducted based on HEIs in Ukraine. The sample is a group of 308 scientific and pedagogical workers. The sample includes AS from 23 to 77 years old, whose teaching experience ranges from 1 to 49 years. All of them have higher education and hold the positions of assistants (lecturers), senior lecturers, associate professors, professors, and heads of departments employed with 0.5 to 1.5 FTE on a state budget and commercial basis. From among the sample, 7 subgroups of AS were formed according to the amount of pedagogical experience (pedagogical experience) and age, each of which included 44 persons, namely: subgroup I (1-5 years of teaching experience, age: 23-28 years old); subgroup

II (6-12 years of teaching experience, age: 29-35 years old); subgroup III (13-19 years of teaching experience, age: 36-42 years old); subgroup IV (20-26 years of teaching experience, age: 43-50 years old); subgroup V (27-33 years of teaching experience, age: 51-57 years old); subgroup VI (34-40 years of teaching experience, age: 58-65 years old); subgroup VII (more than 40 years of teaching experience, age: more than 65 years old).

**Theoretical significance of the research** is that the essence and content of psycho-economic deprivation as a psychological phenomenon are revealed.

**Practical significance of the research** is the development of the author's "Methodology for Determining Psycho-Economic Deprivation and its Subtypes in Adults", which can be used to determine and assess the level of development of psycho-economic deprivation and its subtypes in adults; to identify psycho-economic deprivation in AS, as well as to determine the importance of its impact on the components of the quality of their professional activity. The theoretical aspects of the research paper can be used in teaching courses: "Age Psychology", "Educational Psychology", "Psychology and Pedagogy of Higher Education", "Psychology of Deformation", etc.

## SECTION 1

# THE STATE OF RESEARCH ON THE PROBLEM OF PSYCHO-ECONOMIC DEPRIVATION OF A PERSON AND THEORETICAL AND METHODOLOGICAL BASIS OF ITS DISCLOSURE

### 1.1. The state of research on the problem of psycho-economic deprivation of a person

To determine the state of research on the problem of unmet economic (material) needs as a factor of psychological deprivation, it is first necessary to clarify the origin and essence of the concept of “deprivation”. According to dictionaries, this concept is derived from the English word “*deprivation*”, which means deprivation, or loss of something due to insufficient satisfaction of an important need. It is based on the Latin root *privare*, which means “to separate”. The prefix *de* in the English word conveys the strengthening of the root’s meaning (cf: Lat. *pressare* – “press”, “to press”, *depressio* – “to suppress” and English *depress* – “to depress” and “*depression*” – “depressed state, depression”). One of the first to use this word was S. Freud and R. Spitz to reveal the essence and content of maternal deprivation and its manifestation in the child [104]. Thus, the word has turned into a scientific term, which they initially used to describe the situation of a child’s sudden separation from his/her mother (or another person), resulting in changes in the child’s life that had damaging consequences for the development of his/her personality.

However, the concept of “deprivation” was lacking for a long time in both foreign and domestic dictionaries. In our opinion, one of the first foreign publications considering deprivation as a serious multifaceted psychological problem is the fundamental work of Czechoslovakian scientists J. Langmeier and Z. Matejček “Psychological Deprivation in Childhood”, which was published in the USSR in Russian in 1984 [60]. However, this concept was not known to the general public in the former USSR. Ukrainian publications began to mention deprivation as a psychological problem only at the beginning of the XXI century. For example, the

definition of the concept of “deprivation” can be found in one of the first psychological publications in Ukraine – the Psychological Encyclopedia authored and compiled by O. Stepanov [79, p. 18].

It should also be noted that other terms of similar meaning have been and are used alongside the concept of “deprivation”, namely: psychological starvation, carence mentale, inanitas mentis, and inanitio mentis. And some researchers even equate the concept of “deprivation” with such concepts as “frustration” and “conflict”. However, J. Langmeier and Z. Matejček indicate that the concept of “deprivation” cannot be equated with either “frustration” or “conflict”. They demonstrate that deprivation is a different phenomenon in its essence, reflecting a more serious and severe condition than frustration and conflict [60, p. 17].

At the same time, some authors equate the concept of “deprivation” with the concepts of “separation”, “isolation”, etc.

Another controversial aspect is the approaches to understanding and interpreting deprivation and psychological deprivation. Our study of foreign and domestic scientific literature on the problem of deprivation and psychological deprivation allows us to state that today, firstly, scientists more often use the concept of “deprivation” than the concept of “psychological deprivation”, and the semantic content of these concepts often depends on the conceptual and theoretical position of the author. Based on the results of the study of deprivation and psychological deprivation in science, we have identified different approaches to their understanding and interpretation.

Representatives of the first, the most common approach, which can be called *static and psycho-permanent*, consider deprivation and psychological deprivation as a mental state that arises as a result of prolonged unmet needs [5; 14; 29; 62; etc.], based on the results presented by J. Langmeier and Z. Matejček in their work [60]. One of the main conclusions of the representatives of this approach is the following: “Psychological deprivation is a mental state that has arisen as a result of life situations in which the subject is not allowed to meet some of his/her basic (vital) mental needs to a sufficient extent and for a sufficiently long time” [60, p. 19].

This is the interpretation of psychological deprivation that researchers have been using most often to the present day.

The fact that deprivation (*deprivation, not psychological deprivation. – author's note*) is a mental state is also mentioned by the modern Ukrainian researchers Ya. Hoshovskyi [31, p. 109] and A. Masliuk [65]. For example, the latter writes: “We understand the phenomenon of deprivation as a mental state that arises as a result of a restriction of the ability to meet basic mental and personal needs” [65, p. 63].

This definition describes “a limitation of the ability to *meet basic mental and personal needs*” (we made it italics. – *author's note*). Next, the author reveals the consequences of some types of deprivation. Thus, he writes about physiological deprivation: “In a physiologically deprived person who exists in a closed environment that blocks basic vital needs, the most important components of his/her psycho-structure can be shifted and modified, which cultivates antisocial behavioral tendencies. The motivation of such a person is reduced to need, the vital need for food” [65, p. 89].

Representatives of the second – *deficit-loss approach* emphasize that deprivation is the loss of someone or something or the lack of something [59; 81; 87, etc.]. According to this approach, deprivation is “the loss, deprivation or lack of something necessary, desirable, which is close to them in terms of expression and significant for the subject” [12, p. 130]. At the same time, some researchers, for example, A. Reber, use the term “deprivation” to describe the state of direct loss of something, as well as the separation of a person from something [81, p. 226]. A different perspective on deprivation is given by researcher D. Kuhn, who believes that it is “a deficit or denial of normal stimulation, nutrition, comfort, and love” [59, p. 115].

Representatives of the third – *impoverished environment approach* – describe deprivation using the concept of “impoverished environment” [77, p. 33], i.e. an environment in which a person does not receive a sufficient amount of visual, auditory, tactile, emotional, material, social and other stimuli. At the same time, they indicate that such an environment can accompany the development of a child, as well as be included in the life situations of an adult. As a result, a person is dissatisfied with the

level of satisfaction of basic existential needs. Representatives of this approach include researchers P. Abrakhamson [1], A. Balabanov, and Ye. Balabanova [7], N. Bitianov [11], A. Halchynskyi [24; 25], O. Daineko [33; 36], H. Zimmelia [46; 47], N. Kharchenko [102], and others.

Another representative of the impoverished environmental approach is the researcher D. Hebb, who interprets deprivation as “a biologically adequate but psychologically limited environment” [112]. The expression “limited” here obviously corresponds to the quantitative indicator of impoverishment, which means the lack of certain elements of the environment that are necessary for the normal development and preservation of mental functions.

However, the disclosure of the essence and content of the concepts of “impoverished environment” and “limitation” did not reveal, which elements of the environment are psychologically significant to the extent that their lack determines mental disorders.

Representatives of the fourth – *deviant approach* consider deprivation and psychological deprivation as deviations from the norms established for a certain period of social development [13; 106, etc.]. Thus, according to Ye. Serhiienko, deprivation is a deviation “from the environmental continuum, which is evolutionarily expected, typical for a given species” [86, p. 152]. She identifies the availability of external and internal deprivation, understanding them as the corresponding conditions of a person’s mental development [86].

At the same time, the researcher L. Yadvirshys discusses different types of deprivation deviations, namely: cultural deprivation, which is understood as the insufficient development of cultural needs in the surrounding social environment, the availability of which is assumed in modern civilization; cognitive deprivation, which is interpreted as a person’s lack of ability to understand and regulate what is happening around him/her; social deprivation, which is understood as a limitation of opportunities for a person to assimilate an autonomous social role due to lack of contact with the external environment, micro- and macro-environment [106].



Representatives of the fifth – *negative-deterministic approach* indicate that psychological deprivation is a complex of adverse external influences for a person. From this perspective, for example, psychological deprivation is considered by Ye. Rohov, who states that this concept refers to various adverse influences that occur in the life situations of a person [82, p. 14].

We cannot agree with this conclusion. We believe that psychological deprivation cannot be equated with various adverse influences “that occur in the life situations”, because they may not be related to the long-term unmet needs of a person.

Representatives of the sixth – *socio-isolation approach* discuss deprivation (*meaning social deprivation – author’s note*) as the lack of social contacts that are usual and necessary for an individual as a social being [4; 78 and others].

Representatives of the seventh – *psycho-emotional approach* consider deprivation as an absence, or lack of emotional ties (sufficient emotional experience, emotional saturation, exchange of emotions and feelings), based on the fact that emotions and feelings, both positive and negative, are necessary for human development and life [45; 62; 90, etc.]. Thus, researcher J. Bowlby in his monograph “Maternal Care and Mental Health” [110] emphasized that deprivation is a situation in which a subject suffers from a lack of emotional ties, which causes several mental health disorders of various degrees of sustainability.

The researcher B. Yerzhabkova interprets deprivation too simplistically. In her opinion, the term “deprivation” should be understood as a negative reaction of an adult (irritation and dissatisfaction) in various situations caused by a lack of something [45, p. 227].

Thus, based on the analysis conducted, two significant features of the positions of researchers of deprivation and psychological deprivation have been identified. The first feature is that one part of the researchers considers the concept of “deprivation” as determinative in the conceptual plan of psychological phenomenology, while the second part of the researchers understand deprivation as psychological deprivation. At the same time, the disclosure of the essence of deprivation and psychological deprivation is reduced to their interpretation either as a mental state or the causes of

their occurrence and is actually equated with them or the consequences they lead to. It is still unclear what the relationship between these concepts is. And most importantly, how are they reflected in the psyche of the individual, what changes do they lead to?

In general, it has been established that by the beginning of the XXI century, researchers have identified and described in a certain way only sensory, emotional, cognitive and social deprivation, based on the research of J. Langmeier and Z. Matejček, who have identified: 1) stimulus (sensory) deprivation as a reduced number of sensory stimuli or their limited variability and modality; 2) deprivation of meanings (cognitive) as a too changeable, chaotic structure of the external world without a clear order and content, which makes it impossible to understand, predict and regulate what is happening outside; 3) deprivation of emotional attitude (emotional) as an insufficient opportunity to establish an intimate emotional attitude towards a person or breaking such an emotional connection, if one has already been established; 4) deprivation of identity (social) as a limited opportunity to learn an autonomous social role [60]. At the same time, deprivation (psychological deprivation) of a person as a reflection of his/her unmet economic (material) needs (in our understanding – psycho-economic deprivation) is not even directly mentioned in the above publications.

However, there was a problem: economic (material) factors had a significant impact not only on economic relations and the financial situation of individuals and social groups in society, but also on their economic, social, political, and even moral behavior. The poorest segments of the population reacted especially painfully to the unmet economic (material) needs. There were rallies, strikes, revolutions, and other acts of civil disobedience around the world, which primarily demanded changes in the principles of wealth distribution, improvement of the financial situation of people in poverty, etc. Scientists could not stand aside and not explain the causes of these phenomena, and various theories began to appear. Among them, in the context of our research, the sociological theory of deprivation was developed in the first half of the XX century, which, while revealing the economic (material) causes of deprivation of individuals and social groups, also revealed that it had a psychological basis. According

to this theory, the deprivation of an individual and/or social group is based on the subjective perception and painful experience of material inequality or the inability to meet one's essential needs, which undoubtedly points to its consideration as psychological deprivation, or more precisely, psycho-economic deprivation. However, the researchers did not reveal the actual psychological basis more broadly and deeply; they focused on economic relations, property rights, principles of distribution of material goods, etc.

This theory identifies absolute and relative deprivation. Absolute deprivation occurs when an individual or social group cannot meet their essential needs due to a lack of access to basic material goods and social resources. First of all, this refers to access to food, housing, education, medicine, etc. Relative deprivation is manifested when there is a subjective perception and painful experience by individuals or social groups of a mismatch between “value expectations” (the goods and living conditions that people believe they fairly deserve) and “value opportunities” (the goods and living conditions that people also believe they can actually obtain).

The concept of “deprivation” in a relative sense was first introduced to sociology by S. Stauffer in his work “The American Soldier” in 1949 [91], which was based on the results of an empirical sociological study conducted during World War II by the US Military Department. According to S. Stauffer, deprivation is one of the factors in the development of a social group and social organizations, which is subjectively manifested in the form of dissatisfaction experienced by a group concerning its actual state, and objectively – as the desire of this group to reach the level of another, more developed or socially prosperous group. In a relative sense, the concept of “deprivation” is also used in the work of R. Merton “Social Theory and Social Structure” (New York, 1949) [66].

The concept of status inconsistency (incongruity) by G. Lenski is close to the theory of relative deprivation, which reveals status inconsistency, which is manifested in the difference in the position of an individual (or a group) in a hierarchically organized structure, reflected in terms of various social coordinates: income, education, age, place in the power structure, etc. An example of such inconsistency is a low level

of income with a high level of education. According to G. Lenski, status inconsistency has an objective (as a phenomenon in society) and subjective (as a person's awareness of this inconsistency) nature. At the same time, deprivation can be defined as a difference between the expectations of individuals (social group) and the opportunities offered by society for their realization [115]. For the practical measurement of relative deprivation, we use T. Gurr's formula:  $RD = (V_e - V_c) / V_e$ , where RD is the level of deprivation,  $V_e$  is the expected position, and  $V_c$  is the available or achieved position.  $RD = 1$  where  $V_c = 0$  (society does not provide any opportunities to realize expectations),  $RD = 0$  where  $V_c = V_e$  (society provides all opportunities to realize expectations),  $RD < 0$  where  $V_c > V_e$  (more than expected has been achieved) [26].

Later in the research, probably based on the postulates of the sociological theory of deprivation, the concept of "economic deprivation" was used to define its (deprivation) occurrence under the influence of a person's long-term unmet material (economic) needs [9]. For example, L. Kyiashko and N. Poletaieva define economic deprivation as "long-term insufficient satisfaction of material needs, which are not only the foundation for the development of higher needs of the individual (self-actualization, self-improvement, etc.) but also a simple provision of the physical survival of a person (vital needs)" [57, p. 126].

Researcher N. Kharchenko, in fact, without exception, equates deprivational economic conditions (which, according to her, cause economic deprivation of a person) with poverty [102]. She believes that poverty is a holistic phenomenon that accumulates the obstacles and deprivation faced by people in various spheres of everyday and social life. Based on this, she concludes that, along with the essential needs of food, housing, clothing, etc., deprivational conditions (*deprivational economic (material) conditions – author's note*) should include a complex network of social relations and interaction, life and health protection, professional and social activities, so unemployment, lack of money, inability to provide effective treatment and restoration of physical and mental health are determinants of deprivation. The researcher explains that a poor person, i.e. a person who does not have material means of living, definitely experiences deprivation, since he/she cannot meet even essential,

vital needs. These include the minimum conditions for private family consumption (food, clothing, hygiene products, and housing); access to social goods and services (health, education, recreation, and communication); working conditions, security and salary; healthy living conditions (environmental conditions) and personal safety, as well as the opportunity to participate in the political and cultural life of society, to maintain social ties [102], etc.

However, we do not agree with some of N. Kharchenko's opinions. According to N. Kharchenko, a person's poverty is not always the cause of economic deprivation. Tens of millions of people in the world live in poverty, but not all of them experience subjectively the unmet economic (material) needs on the mental level, probably because they perceive their material situation as a God-given condition of their earthly existence. Poverty itself is the cause of psycho-economic deprivation of a person when the latter experiences it for a long time as the actual subjective unmet economic (material) needs.

Thus, poverty is not always a criterion for psycho-economic deprivation. In fact, even a rich person with 100 million can experience psycho-economic deprivation if he/she considers this economic situation to be clearly unsatisfactory for him/her, has been suffering from it for a long time, is in a stressed or depressed emotional state, is making plans for the future because he/she wants to have 100 billion, but cannot achieve it for various reasons.

Representatives of classical political economy began to discuss the economic behavior of a person and its driving forces in the late XVIII – early XIX century. The publications of A. Smith [88] initiated the stage of research on the “economic man”, who appears as a rational individual who is inclined to exchange in the process of economic activity based on his/her interest. Among the reasons for the eternal desire of people to improve their financial situation and the fear of being poor, A. Smith defines social, psychological, and moral factors that must arise among people in human communities. At the same time, according to A. Smith, the main motive that drives a person to be active in the economy is not the desire to achieve wealth or satisfy new

material needs, but vanity, which is based on the desire to become the subject of everyone's attention and approval [88].

We disagree with this opinion, since a person is driven to be active in the economy, first of all, by the real lack of material means for his/her daily life and well-being of the family, and the desire to live a better life, and the accumulation of resources for a “rainy day”, etc. The rich and very rich persons (in Ukraine, they are called oligarchs) can afford “vanity”. However, A. Smith's views are correct in emphasizing not only the moral aspects of human beings in the economy but also the psychological aspects that are manifested and occur in economic activity and economic relations.

At the same time, the nature of the impact of unmet material needs on people's actions and behavior has been indirectly studied in deviance studies, criminology, legal psychology, sociology, etc., because “the whole human life is nothing but an ontologically inseparable process of life activity to meet one's needs” [28]. These include material needs.

Researchers drew attention to the impact of socio-economic inequality on the genesis of human deviance in the XIX century. Thus, according to F. Turati, “class inequalities in society are a source of crimes <...>. A society with its inequality is an accomplice to crime” [cited in 27, p. 306-310]. Some researchers considered “the modern system of wealth distribution with its contrast between extreme poverty and enormous wealth” to be the main cause of crime [cited in 27, p. 449-459]. According to D. Bell, a man with a gun obtains by “personal prowess” something that the complex order of a stratified society has denied him [10].

Indeed, the leading role of modern production and distribution of material wealth affects the formation of not only the conditions of human life but also the human being, as K. Marx wrote [64].

However, the above theories do not answer the question of how the person's prolonged unmet economic (material) needs are transformed into his/her psyche? How and what is represented in it? What changes does it cause? How do these changes affect

its (psyche) functional and procedural activity? How does their influence change the activeness, behavior, and activity of the person?

In order to answer these questions, since 2016, I have been studying the psycho-economic deprivation of a person [95-98; 122; 123, etc.] as a phenomenon of the human psyche that has developed as a result of unmet economic (material) needs. At the same time, the concept of “psycho-economic deprivation” is new in science, and therefore needs to be disclosed.

## **1.2. Theoretical and methodological basis of the research of psycho-economic deprivation of a person**

In order to reveal the essence and content of psycho-economic deprivation of a person as a phenomenon of his/her psyche, the psycho-energetic and energy-psycho-functional approaches, which are disclosed in the works of M. Varii [18-19; 123-125], as well as the functional-procedural concept of psychological deprivation, substantiated by me in the “Fundamentals and Main Provisions of the Functional-Procedural Concept of Mental Deprivation” [121], were used.

In the context of the psycho-energetic approach, it is important to understand the mental factor, which can help to explain the impact of material (economic) factors on changes in the parameters of the human psyche.

Researcher M. Varii reveals the mental factor as a phenomenon that “*contains psycho-energy of any polarity and can interact with the human psyche and another mental factor*” [123, p. 300]. Such psycho-energy contains two components: 1) information, which contains data on phenomena, processes, events, intentions, attitudes, etc.; 2) energy, which reflects the value (degree of significance of the content of the information for the subject of the psyche), that is, the energy power of the mental factor. Each such mental factor has a certain amount of energy potential, which determines the degree of its influence on another mental factor in the process of functioning of the human psyche. The energy power of the mental factor is “a positive or negative value of the integrated totality of a certain external or internal mental factor.

It reflects the total integrated amount of information and its significance (the integrated total amount of energy power)” [123, p. 301]. The greater the value of the energy power of the mental factor (positive or negative), the greater the force with which it influences another mental factor of the human psyche [123, p. 301].

According to M. Varii, the unit of the mental factor is a quantum of energy, which contains minimal information that already has a certain significance for the subject of the psyche. Based on this, “the human psyche is a relatively independent individual holographic information and energy formation with its psy-code, which contains information about the past, present and future of the subject of the psyche, his/her inner and outer world, as well as reflects their significance for him/her” [123, p. 302]. Thus, the human psyche functions at the energy level, i.e. in the form of psy-energy, which contains information of different content and its objective/subjective significance for the subject of the psyche.

At the same time, concerning a person, the mental factor is both in the psyche and in the external space. In fact, the entirety of the mental factor that is in the human psyche is its internal mental factor, and the mental factor that is outside of it belongs to the external mental factor. There is a constant interaction between the internal and external mental factors. It is made possible by the properties of the human psyche. These include: 1) the properties of *objectification* and *disobjectification of psycho-energy*, the essence of which is that the psycho-energy of the inner mental factor of a person can be transformed into specific objects, deeds, actions, phenomena, that is, be objectified, and under appropriate conditions can be again transformed from objects and phenomena in the external environment into the inner mental factor, that is, be disobjectified; 2) the synergistic property of the human psyche reveals its ability to accumulate psycho-energetic potential; 3) the property of *introvertedness*, which indicates the ability of the psyche to focus on itself, i.e. the accumulation of the inner mental factor on the basis of the transformation of psycho-energy from the external environment (external mental factor), its interpenetration and interaction with all the inner mental factor, and the property of *extravertedness*, which, on the contrary, expresses the orientation of the psyche towards the external mental factor – the world



around us, i.e. relations with it and in it, etc.; 4) the property of *psychological reproductivity of the human psyche*, which expresses its ability to reproduce the previous mental factor with the same information and energy capacity; 5) the property of *reflexivity of the psyche*, which consists in perceiving and transferring changes in the external world, its various types and forms of the mental factor to oneself, in transforming them into the mental factor itself (various significant changes in social space and time in the process of socialization are the mental factor that affects (deforms, changes the psycho-energetic potential of another mental factor) on the psyche of the individual; based on this property, the psyche develops and allows adapting to a new reality) [123, p. 303-304].

Meanwhile, the energy-psycho-functional approach allows for determining the means of operational and functional activity of the human psyche, which is made possible due to the presence of psy-programs in it, which interact with different internal and external or internal-internal mental factors (psy-energy). According to M. Varii, “a psy-program is an internal mental factor formed on the basis of an unconscious or conscious fixed attitude with its psy-code, which activates another internal and/or external mental factor, according to this code, and directs it to the realization of the information contained therein (fixed attitude)” [19, p. 78]. By combining the psy-programs of the unconscious, subconscious, conscious, and superconscious levels, the psyche functions as a single entity. Psy-programs are the operational and executive link that provides operational and functional transformations of the existing mental factor and externally received psycho-energy (embedded information, including information about economic needs and their objective/subjective significance), its processing, sorting, transformation [19, p. 78-79].

Based on the interaction of the internal and external or internal-internal mental factor (psy-energy), through the psy-programs, there is a decoding of the content of information and its objective/subjective significance, their processing, i.e. analysis, synthesis, comparison, etc., as well as the formation of a new mental factor, or a change in the value of psycho-energy (information and its subjective significance) of a certain internal mental factor. This is how a new mental factor is formed (new norms of

behavior, needs, including economic ones, emotions, feelings, value orientations, socio-psychological attitudes, relationships, thoughts, ideas, motives, knowledge, etc.), which is then included in psy-programs that direct their potential (resource) to the implementation of the information contained in a fixed attitude. At the same time, the potential (resource) of a psy-program depends on the degree of subjective significance (energy power) of the information contained in the mental factor for a person [125].

In the human psyche, the inner mental factor exists autonomously as a mobile layer of relatively independent psycho-energy. It is constantly influenced by external mental factor. The economic sphere of the state, the material (economic) situation of different social groups, people of different professions, individuals, etc. are actually external mental factor for a person, which affect the broad background of his/her internal mental factor, which is located in different areas of the psyche, leading to changes in its parameters.

The disclosure of the essence and content of psycho-economic deprivation is also based on the functional and procedural concept of human psychological deprivation developed by me [121]. This concept includes an interconnected system of provisions (views) according to which psychological deprivation of a person is the course of more or less powerful destructive processes in the functioning of his/her psyche, which arose based on the destruction of mental parameters (delay in their development, underdevelopment, distortion, destruction, deformation) of its different spheres as a result of prolonged unmet needs [121, p. 517].

Let us consider the main provisions of the functional and processual concept of psychological deprivation of a person [121, p. 517-518].

The first statement of this concept states that a person's prolonged unmet needs, due to an imaginary or real lack or complete absence of something important, significant, i.e. something without which he/she cannot, in his/her opinion or in reality, develop and function normally, generates a specific mental state with its own energy potential in the psyche, which, depending on the degree of importance of this need, causes greater or lesser mental tension, requiring discharge.

The second statement is that the resulting specific mental state, which reflects this mental tension, affects changes in the parameters of the human psyche (its various spheres), i.e., their delayed development, underdevelopment, distortion, destruction, deformation, etc.

The third statement of the concept indicates that based on the changed mental parameters, corresponding, more or less powerful, destructive processes arise in the human psyche, i.e. in one, several, or all of its spheres.

According to the fourth statement of the concept, the existing destructive processes are included in the functioning of certain areas of the psyche and in its integral operational and functional activity.

The fifth statement focuses attention on the fact that the amount of energy power of destructive processes that have arisen as a result of the lack or absence of certain needs determines the corresponding degree of deviations in certain areas – intellectual (cognitive) and/or value and motivational, and/or emotional, and/or volitional, and/or activity and performance (behavioral).

The sixth statement of this concept indicates that, depending on the type of unmet needs – cognitive, motor, emotional, sexual, social, economic, cultural, and spiritual – a person's psychological deprivation manifests itself as psychocognitive, psychomotor, psychoemotional, psychosexual, psychosocial, psychoeconomic, psychocultural and psychospiritual [121, p. 517-518].

Thus, in terms of the functional and procedural concept, the psychological deprivation of a person “is the course of more or less powerful destructive processes in the functioning of his/her psyche, which arose based on the destruction of mental parameters in its various spheres as a result of prolonged unmet needs necessary for his/her normal life and development” [121, p. 518]. At the same time, according to structural and functional changes in the human psyche, “the psychological deprivation is manifested as a negative change in parameters in the cognitive, emotional, value and motivational, volitional, activity and performance spheres of the psyche, which reduces the operational and functional capacity of the subject’s psyche, that is, the quality and efficiency of its functioning” [121, p. 518].

It should be noted that psycho-economic deprivation develops and manifests itself according to the same laws as psychological deprivation, since it is a type of it. According to the functional and procedural concept of psychological deprivation, the causes of psycho-economic deprivation are the long-term unmet economic (material) needs necessary for the development and normal life.

The social and economic sphere is the environment in which a person seeks to satisfy all his/her economic (material) needs, i.e. the external mental factor, which constantly influences his/her psyche (internal mental factor). But only on the basis of the internal mental factor, a person consciously or unconsciously experiences the satisfaction or non-satisfaction of economic (material) needs. In fact, the unsatisfaction of economic (material) needs causes changes in the psyche.

No one doubts that economic (material) needs are vital for a person. For physical survival, a person, at least, needs to eat, dress, shelter from rain and cold, keep warm in severe frosts, etc., without mentioning other needs. Without satisfying a certain group of needs, a person cannot live and work normally. These include the needs for normal food, acquisition or improvement of housing, hygiene; material means necessary for education, recreation, restoration of physical health, and treatment; the needs for technical material means necessary for a person in modern society (computer, TV, mobile phone, refrigerator, microwave oven, etc.).

At the same time, a person may experience subjective dissatisfaction with the economic situation of other people, the region, the state, etc.

Thus, a person's prolonged experience of unmet economic (material) needs, which causes a change in the relevant parameters in his/her psyche, which, in turn, leads to imbalance and mental stress, is the main criterion for the development and manifestation of psycho-economic deprivation. At the same time, it should be noted that a person may experience unmet economic (material) needs, both those that are essential for him/her and his/her family (for real normal life) and those that are desirable and significant as a result of comparing himself/herself with other, wealthier people.

We should note that the needs “for real normal life” are understood here as those that make it possible for a person to function as a living being and a member of society, at least at a minimum level, i.e., to maintain the material conditions necessary to meet vital needs, daily life and safety, procreation, and education of the younger generation, health improvement, activities, etc.

## **SECTION 2**

### **PSYCHO-ECONOMIC DEPRIVATION AND ITS COURSE IN A PERSON**

We have proved that each unsatisfied economic need that a person experiences for a long time manifests itself in the human psyche as his/her internal mental factor with its psycho-energetic potential (information and its subjective significance). In the case of prolonged unmet economic needs, the human psyche accumulates negative (negative in the sense that it disrupts the previous balance, causes discomfort, generates mental stress) psycho-energetic potential, which affects other internal mental factor with greater or lesser degree, resulting in destructive processes (those that disorganize the interaction between a certain part of mental phenomena in one, several or all spheres of the psyche) in the functioning of the human psyche, which, in turn, reduces the efficiency of its operational and functional activities in general.

In any case, a person's prolonged unmet economic needs for real or desired life activities leads to underdevelopment, unformedness, deformation or destruction of the relevant parameters in various spheres of his/her psyche (cognitive, value and motivational, emotional, volitional, activity and performance), which causes more or less powerful destructive processes to occur and run in them and in the psyche as a whole.

We emphasize that "the mental parameters (parameters of the psyche) mean signs and indicators of a certain degree of development, perfection (qualitative dimension) and intensity (quantitative dimension) of the functioning of the components of the psyche (which meet the criteria, indicators and signs that ensure the qualitative functioning of each sphere and the human psyche as a whole, according to age-related psychosocial norms), including the components of the cognitive (intellectual) sphere (criteria and indicators of reception, perception, memory, thinking, imagination, knowledge, skills, intelligence, speech, etc.), emotional sphere (criteria and indicators of various emotions and feelings), value and motivational sphere (criteria and indicators of urges, desires, aspirations, attitudes, beliefs, interests, values, i.e. everything that encourages directed activity); volitional sphere (criteria and indicators

of perseverance, stability, firmness, purposefulness, determination, etc. ), activity and performance sphere (criteria and indicators of abilities, temperamental and characteristic properties, self-regulation, psychomotor skills, consciousness, self-awareness, psy-programs, etc.)” [121, p. 517].

Moreover, destructive processes in the human psyche can also arise as a result of subjective conditions, i.e. when a person is dissatisfied with the current economic situation of the state, other people, the current level of satisfaction of his/her material needs as a result of comparing himself/herself with other, usually richer people, etc., that is, due to the unmet economic needs.

Thus, within the functional and procedural concept of psychological deprivation[121], ***psycho-economic deprivation is the course of more or less powerful destructive processes in the functioning of the human psyche, which are caused by the undeveloped or unformed or destroyed certain mental parameters due to the person’s unmet material needs and/or economic situation of the state for the desired or real normal life and development.***

The causes of psycho-economic deprivation in a person are: 1) long-term unmet economic (material) needs for real normal life and development; 2) dissatisfaction with the economic situation of other people, region, state; 3) long-term unmet needs for the desired economic (material) well-being. It can have low, below average, average, above average, and high levels of development (manifestation).

Psycho-economic deprivation is the result of destructive changes in various spheres of the human psyche – cognitive, value and motivational, emotional, volitional, activity and performance – caused by prolonged unmet economic (material) needs.

Thus, the cognitive sphere of the human psyche, along with a huge amount of knowledge gained during socialization, contains the available knowledge about laws and regularities, the course of economic processes, economic relations, economic norms of behavior, and economic (material) resources, ways of perceiving economic reality and determining one's place in it, as well as the ability and skills to be involved in all these processes and phenomena, to use them to one's benefit, to meet one's own economic (material) needs. This knowledge enables a person to establish connections

in the system of economic relations, between the real economic situation of the state, different segments of the population, individual citizens, and the level of satisfaction of their economic (material) needs, their living standards, etc.

In case of prolonged unmet economic (material) needs, there are changes in the cognitive sphere of the human psyche, primarily in the knowledge of everything that is somehow related to economic (material) needs, the real financial situation, and possible ways to meet them. Next, thinking is involved in the process of their assessment. Actually, through thinking operations (the quality of which is different for each individual), a person searches for the causes of unmet economic (material) needs and identifies and realizes them. Based on the analysis, he/she concludes various aspects, including his/her personality. These conclusions, or a part thereof, may be negative or incorrect. However, they often become obsessive, distracting, and overly focused, which creates tension and prevents adequate and creative thinking. However, they actually become the basis for the further economic behavior of a person. Although the “economic man” does not always demonstrate rational economic behavior, he can also demonstrate irrational behavior. This is evidenced by the research of D. Kahneman [50], who was the first psychologist in history to win the Nobel Prize in Economics. It was he who, together with the cognitive psychologist A. Tversky, developed the theory of prospects, the essence of which is that individuals estimate the probability of certain events in a non-linear manner, namely, they tend to overestimate unlikely events and underestimate events that are highly likely to occur. All this happens because irrational factors operate, including the expectation of changes, and avoidance of losses (which generates stronger feelings than gains).

According to M. Varii, in addition to consciousness, human behavior is influenced by phenomena and processes occurring at the subconscious, unconscious, and superconscious levels of the psyche [18; 19; 123-125]. A person does not realize them, i.e., cannot analyze them, report on them, point out their nature and content, etc. But they do not cease to fulfill their role in the psyche. Negative conclusions about a person's personality are particularly harmful. A person often draws unfavorable conclusions about himself/ herself based on the inability to satisfy his/her economic



(material) needs, namely that he/she is incapable (untalented), unintelligent, a loser, etc.

All of this affects the quality of a comprehensive analysis of the true causes of unmet economic (material) needs and the choice of economic behavior strategy, using cognitive resources. This aspect is taken into account in one way or another by the Nobel Prize winner of 1998, Amartya Sen, who revealed the role of people's use of interpersonal comparisons to analyze social and personal well-being [43], which is undoubtedly related to the level of development of the cognitive sphere. In 2001, the winners of the same prize, G. Akerlof and R. Schiller [2], suggested the idea of irrational sources in human economic behavior. However, they do not get into the unconscious, subconscious, and superconscious of a person, but list some personality traits, which primarily include people's trust, sense of justice, dishonesty, money illusion, sensitivity to rumors, and uncritical perception of them, etc., emphasizing that this also causes macroeconomic changes – economic downturns and ups, inflation, unemployment, etc.

The cognitive sphere is subject to influence (suggestion) from others, especially public opinion, mass, and group consciousness. In this case, a person's thinking becomes uncritical, he/she does not analyze independently, does not synthesize the economic phenomena and processes in question or that currently take place, but takes them on faith as those the truth of which is established and not subject to doubt, apparently based on the following reasoning: “If the majority thinks so, it is right... The majority cannot be wrong!”.

Another peculiarity of the cognitive sphere (and human psychology) is that when a person manages to overcome economic difficulties, he/she quickly gets used to a better material situation. And when, for some reason, he/she has to return to the previous (lower) level of his/her economic (material) situation, he/she reduces his/her material needs very slowly, resisting himself/herself, even contrary to his/her interests. For example, the American researcher of macroeconomic processes J. Keynes [55; 105] studied the psychology of consumers, based on which he concluded that the tendency to consume in society increases with increasing income and vice versa,

decreases when income decreases. However, in case of a decrease in a person's income, his/her consumption decreases more slowly, due to the influence of social and psychological factors (inertia of habits, re-adaptation from better to worse living conditions, social and psychological attitudes, public opinion, etc.)

Based on the above, we emphasize that a person's unmet economic (material) needs often distort his/her perception of economic reality and economic relations, slow down the development of economic knowledge and thinking, make it impossible to understand economic phenomena and processes and to get involved in them painlessly and profitably, as well as to regulate his/her economic behavior adequately to the real economic situation.

At the same time, as a result of unmet economic needs, a person's cognitive development may be slowed down (delayed) due to the lack of means for training, education, self-education, self-improvement, etc. For example, due to lack of money, a person cannot afford to get a quality education, or a desired profession, engage in self-education, learn foreign languages, pay for a tutor, use modern information technologies for acquiring knowledge, etc.

In general, the cognitive sphere of a person enables him/her to realize to a greater or lesser extent the facts of unmet economic needs, to think deeply about the reasons for such unmet economic (material) situation, and about the prospects of changing it for the better, to assess his/her personality in terms of the availability of skills and resources (personal capital) for positive changes, etc. However, any thoughts, conclusions, assessments, doubts, self-condemnation, self-blame, ideas, etc., as the internal mental factor, or rather the mental factor of the cognitive sphere of a person, interact with the internal mental factor of other spheres of the psyche, affect it, which increases tension and further disturbs the balance.

First of all, we are talking about the emotional sphere, which is an important regulator of economic behavior. In the emotional sphere of the human psyche, various emotions and feelings arise based on the unmet economic (material) needs (feelings may arise because a person, for example, cannot sufficiently provide for the family, give children an appropriate education, profession, provide the family with decent

housing, buy a car, maintain the physical health of the family and his/her own, etc. Usually, such people experience anxiety about the financial situation of the family, fear of losing their jobs, frustration, hatred of those who do not pay salaries on time or reduce them, anger, bad mood, dissatisfaction, despair, etc., which causes psychological discomfort and mental stress.

If a person's basic needs are not met or are partially met for a long time, this causes a state of intense anxiety (mental stress with a powerful psycho-energetic potential), since this situation is associated with the threat of being left without basic material resources necessary not only for one's own needs but also for the needs of the family. Based on this, a person develops fears related to the experience of real or imagined danger to health, life, the necessary material level of family functioning, etc. Mental stress increases, and negative psycho-energetic potential accumulates. In case of prolonged psycho-economic deprivation, frustration may arise – the scientific and pedagogical worker identifies a real or imagined obstacle to meeting economic needs. As a result of frustration, human behavior (including that of a scientific and pedagogical worker) changes in the following directions: 1) retreat, i.e. refusal to meet economic needs; 2) comprehensive intensification of one's activities, the emergence of perseverance, resilience, firmness, even aggression aimed at changing one's economic situation by legal or illegal means.

Of course, on this basis, more or less powerful destructive emotional processes arise, which generally disorganize the emotional sphere and affect negatively the operational and functional activity of the entire psyche.

It should be noted that the facts of a person's inclusion in economic reality, economic processes and relations, satisfaction or dissatisfaction with them, as well as with material and socio-economic needs, their socio-economic status in society, etc. are always accompanied by experiences (emotions and feelings). By the way, emotions and/or feelings are an accompanying component of virtually every economic action (operation), thought, idea, etc. (receiving money in the form of salary or remuneration, purchasing movable and immovable property or any other economic (material) object, etc.), as well as economic relations.

In the value and motivational sphere of an economically deprived person, motives are formed to implement a plan developed using the cognitive sphere to achieve the required level of the economic (material) situation, as well as to eliminate the experiences and mental stress that have arisen as a result of unmet economic (material) needs. These motives motivate a person to be active, to work, to find ways to satisfy currently unmet economic (material) needs, to restore or achieve economic well-being, etc. In such a situation, a person often looks for additional work in other companies, institutions, or organizations; and sells his/her ideas, developments, etc.

Since the mechanism of motive emergence is considered as “objectification of a need”, and the development of the motivational sphere of a person occurs as a result of transformative activity [61], in this context, a monetary motive can be either a monetary need objectified or another need objectified. Researchers in economic psychology understand monetary motivation as the influence of monetary incentives on the actions, deeds, and behavior of participants in social and economic processes and the relations that arise between them.

Scientists identify the following as the leading motives that drive a person to be active in obtaining, searching for, earning, and receiving money to meet his/her needs. 1) the need for money as a means of acquiring goods, products and services that ensure the satisfaction of vital needs and the conditions of human existence; 2) the need to make mandatory payments, fulfill monetary obligations, pay for various services; 3) the desire to improve the level and quality of life by increasing consumption, increasing spending on personal and family needs; 4) the desire to purchase a special product, a dream item, a source of pleasure; 5) the desire to save and accumulate money as a reserve and a means of increasing personal wealth; 6) money passion, the call to money as a goal; 7) the desire to help family and friends; 8) the desire to prevail over other people in terms of monetary income and savings; 9) the desire for money as an instrument of power.

Monetary motivation is also used to stimulate other people to engage in productive activities, obtain quality results, comply with norms of behavior, etc. Scientists consider all actions and, in general, activities and deeds about money as a

manifestation of monetary behavior, that is, according to O. Yadov, its external side [84]. The term “monetary”, which appeared in the national science in the 60s of the last century, means, according to the monetary theory of the American economist M. Friedman [24], “financial”.

Practice shows that money is an important regulator of the economic, moral, social, and political behavior and activities of people. It has always largely determined a person's social status, standard of living, interpersonal relationships, and attitude toward oneself, work, and others. Even M. Weber [20] pointed out that economic interests are often the decisive driving force behind the formation of human activity.

The famous scientist G. Tarde in his work “Economic Psychology”, published in 1902, was probably the first social psychologist to draw attention to the role of social and psychological factors such as monocultural features and traditions of the microsocial environment in regulating the economic behavior of an individual. Such an important social and psychological factor is the social status of a person in society. The desire to achieve the desired social status motivates many people to be active in the economic sphere as well. In this regard, the researcher T. Veblen [21] mentions that human economic behavior is motivated by the desire to improve his/her social status. However, other motives, including getting as much money as possible, also push people to be active in the economic sphere. For example, domestic researcher of economic psychology I. Zubiashvili, studying changes in the psychological image of the “economic man” of today, concludes that nowadays a new type of personality is being formed – a “monetary man” who strives for financial success, as a result of which he becomes a monetarily oriented individualist inclined to commodity-money fetishism. In fact, a “monetary man” tends to see money as the true benefit of life, believes that only by using it he can solve any problems, and money is the real support and ultimate meaning of his existence [48, p. 41].

Indeed, in the minds of most people, the level of a person’s financial standing, and thus his/her ability to satisfy all needs, is determined by the amount of money he/she has, either in banknotes or other material assets. At the same time, money is a

means of satisfying social and economic needs, as well as a means of self-affirmation, etc.

This also applies to scientific and pedagogical workers. However, their work – professional activity in HEIs of Ukraine – does not allow most of them to meet all normative and desired economic (material) needs, which leads to changes in economic consciousness (cognitive sphere) and behavior (volitional sphere).

In the volitional sphere of the psyche of an economically deprived scientific and pedagogical worker, volitional efforts to overcome a negative material (economic) situation for him/her, to meet economic needs are actualized, or, conversely, the level of will decreases. Unmet economic needs often drive people to take action to meet them. Such activity can be carried out both within the framework of the law and illegally, with deviations from the norms (legal, social, moral).

In the activity and performance sphere, psy-programs are formed to achieve economic well-being or to avoid activity in this direction.

However, all areas of the individual's psyche are interconnected. If, for example, a person has formed motives to achieve economic well-being in his/her value and motivational sphere, but they have not been realized for a long time, then again, the reasons for this situation are transferred to the cognitive sphere, where there is an awareness of failure, search for their causes, etc. This results in cognitive stress. At the same time, the emotional sphere is replenished with new negative emotions, which leads to the search for new ways, i.e., the manifestation of even more powerful volitional efforts. Volitional efforts are activated, and new psy-programs of activity are formed. This means that there are more or less powerful destructive processes in different areas of the human psyche, which generally disorganize the normal operational and functional activity of the psyche.

In our opinion, it is advisable to divide the psycho-economic deprivation experienced by AS into the following subtypes according to the types of unmet needs: 1) basic psycho-economic deprivation, which is the actual absence or restriction of the possibility of satisfying basic needs (food, warmth, body hygiene, procreation, security) due to the lack of certain food, clothing, housing, living conditions, rights,

etc.; 2) normative psycho-economic deprivation, which is the absence or restriction of the possibility of meeting the needs for health care, education, environment, technical and transport facilities, etc.; 3) relative psycho-economic deprivation, which is manifested in the inability to meet the material needs desired and claimed by a person either because of his/her social status or as a result of comparing himself/herself with other, richer members of society or citizens of other states, for example, of the same profession.

Basic and normative psycho-economic deprivation is caused primarily by objective factors. Relative psycho-economic deprivation of a person occurs as a result of subjective conditions, i.e. when a person is dissatisfied with the current economic situation of society, available personal material resources; experiences negative emotions as a result of comparing himself/herself with others, usually richer people not only in his/her own country but also in other countries. This comparison causes envy, dissatisfaction, and understanding that one can live better than someone else. This was once pointed out by K. Marx, who explained that if a palace grows next to a small house, the house becomes smaller, a “miserable hut” in which the inhabitant will no longer feel comfortable, more and more dissatisfied, more and more humiliated. Social dissatisfaction, and therefore, attempts to overcome it, including through illegal means, are generated not so much by absolute opportunities to satisfy needs as by relative ones – in comparison with other social strata.

As for the relative psycho-economic deprivation, K. Bartol claims that it is the difference between what people, according to their subjective assessments, have at this time and what they would like to have [9].

Of course, the degree of satisfaction or dissatisfaction of economic (material) needs by a scientific and pedagogical worker (as well as by any person), and thus the experience of psycho-economic deprivation, especially relative deprivation, also depends on the absence or presence of personal property, on the attitude towards it. This attitude can have different modalities: positive, negative, or indifferent. According to V. Khashchenko [103], an indifferent attitude depends on the degree of satisfaction

of urgent social and economic, material, and spiritual needs and the person's social and economic status in society.

In the economic literature [89], property is understood, firstly, as property that belongs to someone and; secondly, as relations between people regarding the appropriation and possession of property, things, and means of production. Legal scholars [116, p. 9-39] mostly use the term “property right” to identify those individuals or legal entities that have a legally established right to things, property, means of production, etc.

In this regard, N. Dembytska explains that “in order to realize himself/herself as a subject of any relations, especially economic ones, a person needs to exist, to have space and freedom for these relations. The property provides this opportunity because, in material or spiritual form, it is the embodiment of the main value – to see himself/herself in “his/her property” [38, p. 56]. The researcher considers personal property very broadly, stating that it covers all relations that “a person builds over the appropriation of everything he/she considers his/her own, starting with life, freedoms, other spiritual values, ending with material things for personal use, disposal, and possession” [38, p. 56]. Based on this, N. Dembytska emphasizes that personal property should also be understood as “relations between people regarding the distribution of limited life goods that are personally specific to, belong exclusively to one subject – their owner – and are capable of satisfying their material and spiritual needs” [38, p. 56]. Then she explains: “Personal property is justified by us as a system of relations of appropriation-alienation by subjects of certain life goods, as a result of which the latter acquire the status of an object of unconditional personal monopoly. This means that the appropriated good is legitimately called by the individual as “his/her”, he/she owns it and independently decides on its further “fate”: on its use and disposal” [38, p. 56].

This opinion of N. Dembytska is similar to the views of R. Pipes [75], according to whom personal property arises from the understanding of property in a broad context, namely as domination, which a person seeks by all means based on his/her right to land, material things and objects, money, views and freedom of their



dissemination, religious beliefs, security and freedom of the individual. At the same time, other people should also enjoy this right. The basis of views of R. Pipes is, in principle, the Western theoretical thought on the content of the concept of “property”, which covers the entire system of relations that a person builds with the aim of “personal property” and appropriation of everything that he/she considers his/her own, starting with life, freedoms, spiritual values, and ending with material things and objects.

Foreign [56; 58, etc.] and domestic [37; 39; 71, etc.] researchers define property as a system-forming factor of economic values.

The social and psychological content of property is manifested through the functions of possession (belonging, availability of property, material goods, means of production); use (legally guaranteed possibility of production and personal consumption of means of production and consumption items); disposal (possibility to carry out property actions with means of production and consumption items – purchase, sale, donation). The system of property relations, as a social and psychological factor, affects the state and dynamics of social and economic conditions.

Property is important for understanding who a person is in society, what role he/she plays in social, cultural, economic, political, and spiritual processes, etc. At the same time, property provides a person with an opportunity to achieve a certain social status, popularity (respect, fame, recognition of his/her merits) among people, etc. Through property, a person realizes himself/herself.

Researcher V. Khashchenko [103] points out that awareness of the attitude to property is the psychological basis for the formation of economic consciousness of the individual, his/her business, and volitional qualities, and skills. According to him, the person's awareness of the fact that appropriation of material and spiritual objects defines the economic “ego” of the person and determines the formation of his/her economic self-consciousness, which, in turn, serves as a psychological basis for the formation of his/her economic identity. In general, property is, on one hand, the basis of social relations, and on the other hand, the object of an individual's attitude to the

economy, a source of experience, and the basis for the formation of his/her economic subjectivity.

Determining one's place in the system of economic relations and, above all, in the system of property relations defines the attitude of an individual to the economic sphere, other people, and oneself and is the psychological basis for the formation of economic consciousness and behavior.

The results of the study by D. Prentice [119] suggest that any benefit possessed by a person is closely related to the owner (*to one's psychology – author's note*), is significant for him/her, and is of special value. Profit, as a property feature, is associated with the ability to ensure the expanded reproduction of goods based on the expanded satisfaction of human needs. Therefore, the ability of the property to stimulate the creative potential of the owner is an important feature of his/her personal property. We can say that property, according to M. Varii, is both an internal and external mental factor, that constantly affects the owner, firstly, by stimulating him/her to creative activity to preserve and increase property, money, and other things, including those spiritual and cultural things that also have material value in the human environment, expressed in monetary equivalent; secondly, by encouraging the development of intellectual, value and motivational, volitional, emotional, activity and performance spheres of the psyche, since the creative activity is possible on their basis. Hence, the owner's "self-image" differs from that of an ordinary person. First of all, it has such features as high self-esteem, self-confidence, positive emotionality, etc.

In principle, this approach is supported in the work of N. Dittmar [111], which proves the close connection of the individual's "Ego" with various options for owning property (houses, cars, land, factories, firms, etc.) The author argues that this is the means of forming the owner's identity.

A similar idea is found in the theory of psychological property developed by J. Pierce, T. Kostova, K. Dirks, and J. Olin [117]. According to this theory, psychological ownership is defined as the existence of a mental state and imagination in which the owner gets used to the role of the real owner of the object, or experiences a part of this object as something integral to himself/herself, inseparable from his/her

“Ego”, which is manifested in the ideas and experiences of the format “mine” or “ours” as opposed to “someone’s” or “theirs”. According to the authors, the core of psychological property is the sense of ownership, which reflects the feelings associated with the object of possession.

As we can see, this theory is built on the basis of the object of property and the owner as its subject but ignores in this scheme other subjects with whom relations of appropriation are carried out, which, in our opinion, changes the social and psychological context of the meaning of property.

Another approach to the interpretation of psychological property is used by C. Benzing and P. Christ [108] and G. Jahoda [113], in which it (psychological property) reflects the configuration of the relations between the owner and a personal object (material or intangible), in which the appropriated object is experienced as part of the owner’s “Ego” or becomes part of the owner’s extended “Ego”.

At the same time, the psychological property is reflected in all spheres of the psyche – cognitive, emotional, value and motivational, volitional, activity, and performance. The cognitive sphere ensures comprehension of property, identification of its advantages, ways of preserving and accumulating it, building relations with the state, society, other legal entities, and individuals regarding the preservation, accumulation, and use of property, etc. The emotional sphere covers the entire set of emotions and feelings about possessing and using property to meet one’s needs, as well as in case of its loss. The value and motivational component reveals psychological property as a motivating force for success in various spheres of social life. The volitional sphere provides volitional efforts to preserve and increase property; in the activity and performance sphere, psy-programs for appropriating material goods are formed, etc.

The emotions and feelings of a scientific and pedagogical worker arising from the lack of property reflect not only his/her subjective, evaluative attitude to the desired property objects but also the range of feelings of his/her unsatisfactory economic (material) situation, awareness of his/her “Real Ego” – having a weak character, unable to take any “place under the sun”. And from the depths of consciousness, the

conclusion is drawn: “I am worse than others... I am not so smart... I am weaker than others... I am a loser...”. And such thoughts make one feel even sadder, more concerned, more painful.

According to the authors of the relevant theory, J. Pierce, I. Jussila, and A. Cummings [118], property and psychological property have a common basis – they are real to the extent that they are psychologically acquired and fixed in experience and represented in the human “Ego”.

Researchers of the relationship between the individual’s “Ego” and objects [93; 108; 119] have concluded that the objects owned by a person expand the personality both literally (“real property”) and symbolically (“symbolic property”). According to C. Benzing and P. Christ [108], things indicate our recognition of objects that we can control, as well as those to which we are subject, as elements of our identity. The more we believe in possessing an object, or that it possesses us, the more it becomes a part of our personality. Objects of property embody the personal qualities of the owner.

Based on the above, personal property is actually divided into intangible and tangible. Intangible property includes beliefs (religious, political, economic, etc.), ideas, internal intellectual and mental resources, relations, connections, freedom, criticality and independent thinking, etc. Tangible property includes actual material values in the form of money, precious stones, metals, works of art, spiritual things, etc., land, raw materials, assets in banks, movable and immovable property, means and products of production and extraction, etc.

Although nowadays intangible property, such as scientific, political, economic, technical, etc. ideas, internal intellectual and mental resources, etc., under certain conditions, can also become a commodity and have material value.

First of all, the fact that a person has significant (relatively large in monetary equivalent) material property changes his/her psychology compared to those who do not have such property. Psychological programs of a certain freedom of choice of actions, style of behavior, and even life path or changes in its trajectory are formed in his/her psychology. In simple words, sufficient material property enables a person to live the way he/she wants.

According to V. Bazylevych [6], property exists within the categories of “mine” and “my” and must be connected with the category of freedom. In our opinion, the economic consciousness and economic behavior of individuals change through the realization of property as something “own” valuable, significant, making it possible to live a comfortable life now and in the future, as well as to be protected from various economic disasters.

Scientists have consistently emphasized that property finds its concentrated expression in money. Due to money, all elements of the economic sphere are interconnected in a single system of economic reality, and property (goods, objects and means of production, knowledge, skills, competencies, ideas, qualifications, etc.) has its value expressed in money. Thus, money appears as a general equivalent of all relations in society. In fact, through the mediation of money, a person enters the economic sphere of society [49].

At the same time, money is also one of the factors that affects all areas of the psyche to a greater or lesser extent, since a person always strives to satisfy both the basic needs necessary for survival and existence, as well as other needs of a higher level – self-realization, success, recognition, occupation of a certain status in society, etc.

Thus, money, embodying the objects of appropriation in relation to which there is interaction in society, reflects a complex social and psychological space of connections and relations between subjects [39]. This makes it clear why property and money, in particular, are recognized as a system-forming factor in economic relations.

Today, money is an important means of achieving a person’s life goals. In this context, the researcher G. Simmel points out that modern culture turns money not into a means of existence, but into an end in itself, an absolute value. In his opinion, money in a developed society is a general form of means of achieving various goals, since it is associated with means without being tied to a specific goal. The researcher emphasizes that it is money that gives a person additional advantages, so wealth is perceived as dignity, while money opens access to public office, power, etc. [47]. At the same time, it is money that causes a change in a person's psychology and attitudes,

resulting in a desire to accumulate, greed, a desire to concentrate the largest amount of money in his/her hands, which in his/her mind appears as the achievement of abstract power over others. Therefore, every expenditure of money is perceived by such a person as an experience of losing a part of this power. Hence, the need for money has no limit, since it is an abstract value [46].

It is important for our study that G. Simmel examined the impact of money culture on lifestyles in general. He concluded that in modern society, money rationalizes human existence, and intellect dominates emotions. Due to the monetary account, he sees the world as an arithmetic problem, through the prism of which all objects become objects of a single nature with the help of money, and their characteristics are accurate and objective. All this brings frugality and predictability to the actions of an individual [46].

The equivalent of economic wealth in people's minds is money, which can be used to buy any material assets, achieve not only material well-being but also power over people, and multiply one's income with the help of power.

The need for money is an objective and subjective human need. The objective need reflects the need for money to satisfy a person's real, basal need, and the subjective need is the need that arises from comparing one's financial situation with the financial situation of other people and concluding that it needs to be improved. In general, a person constantly feels the need for money, due to the objective conditions for living in modern society and subjective demands.

Researcher O. Deineka, justifying the regulatory role of money in the process of social and economic communication, considers it a source of everyday consciousness and social behavior of an individual [33; 35].

Money can also be attributed to a person's social needs since it reflects connections with social communities of different levels, as well as the conditions for the existence and development of social systems [34].

The effect of property on personality has been studied by various researchers, including O. Karnyshev and T. Burmenko [53], A. Halchynskyi [24; 25], who only confirmed that, on one hand, it is a determinant of a person's social status in the

hierarchical structure of modern society, and on the other hand, it is an important guideline for a business person. At the same time, considering property as a complex psychological and economic phenomenon, O. Karnyshev revealed its indirect influence on the psycho-economic qualities of a person. In his opinion, property is the foundation of social and economic activity and allows a person to move further on the path to self-actualization and self-improvement. In this context, the positive components of the content of property determine, first of all, the system of motives for self-respect and high self-esteem. As a result, the researcher believes that a person who has managed to increase his/her property and significantly increase its size becomes a different person in terms of his/her sense of self-respect and dignity, since he/she comprehends his/her self-worth differently, lives and thinks differently [52].

At the same time, researcher A. Halchynskyi indicates that property is a system-forming component of economic values [24; 25], which, on one hand, is the basis of social relations, and on the other hand, is the object of human relations, experiences, values, and the basis for the formation of economic subjectivity. In turn, due to its objective and subjective properties, property is expressed in the concentrated form in money, which becomes the most important means of life for a person. Therefore, without property, which includes the accumulation of money and material values in general, a person often experiences psycho-economic deprivation.

In terms of psychology, psycho-economic deprivation creates its “trace” in almost all areas of the human psyche. All this is projected onto the individual consciousness (consciousness and self-awareness). First of all, we are talking about economic consciousness, which should be understood as a person's ability to reflect on the economic sphere, to reflect adequately on economic processes and conditions in the state, organization (enterprise, institution, establishment), and personal life, to evaluate them and determine attitudes towards them. Economic self-awareness is manifested in a person's ability to realize his/her material needs, economic situation, place, and role in economic relations.

Psycho-economic deprivation of a person, acting through self-awareness, often forms low self-esteem of a person, which has a negative impact on his/her activity and

orientation. Since self-awareness reveals a person's critical attitude towards himself/herself, as well as an assessment of his/her positive and negative qualities, psycho-economic deprivation leads to a person's attitude towards himself/herself as a weak person, a person with a weak will, low skills, etc. Thus, an economically deprived person develops self-doubt, and along with it, a psy-program of a loser. If the deprivation is long-lasting, such a psy-program is fixed in the subconscious [18].

A significant part of the citizens of Ukraine, especially those of older age, as well as because of the Russian-Ukrainian war, have to adapt to social and economic conditions all over again. Researcher H. Dilihenskyi [41] identified three types of adaptive reactions of people in new social and economic conditions: the first type of reaction demonstrates a low level of adaptation, the psychological characteristics of which are passivity, patience, and anxiety. The second type of reaction is characterized by active practical adaptation, which is manifested in the desire to earn money and improve one's standard of living, but is also accompanied by a sense of uncertainty about one's existence. The third type of reaction is characterized by a focus on maximizing economic and social success.

Deviant behavior of individuals under the influence of psycho-economic deprivation is manifested in illegal actions, alcohol and/or drug use (“from grief”), depression, involvement in destructive cults, aggression, family violence, etc. And people's dissatisfaction with the economic situation in the country pushes some of them, especially young and middle-aged people, to seek employment abroad. Some of them are even replacing intellectual and managerial positions in Ukraine with ordinary workers abroad.



### SECTION 3

## EMPIRICAL RESEARCH OF PSYCHO-ECONOMIC DEPRIVATION IN SCIENTIFIC AND PEDAGOGICAL WORKERS

### 3.1. Methods and organization of empirical research

One of the objectives of our research is to conduct an empirical study to determine the presence and assessment of the level of psycho-economic deprivation in AS, including depending on the amount of their teaching experience and age. However, currently, the world psychological science has not developed methods for determining and assessing the level of development of psycho-economic deprivation of a person, including a scientific and pedagogical worker. Therefore, based on the theoretical provisions on the occurrence, development, and manifestation of psycho-economic deprivation in a person, substantiated in the previous sections, I have designed the test “Methodology for Determining Psycho-Economic Deprivation and its Subtypes in Adults” (Table 3.1).

The design of this test and its standardization were based on the theoretical provisions and requirements revealed in the works of L. Burlachuk [15; 16].

*Table 3.1*

**Methodology for Determining Psycho-Economic Deprivation and its Subtypes  
in Adults**

No.	Statement	Yes	Mostly yes	Mostly no	No
1.	The inability to meet normal living conditions for myself and my family makes me nervous, worried, and suffer				
2.	Under the influence of the constant lack of material means for normal food and poor living conditions, I have changed for the worse				
3.	I provide decent housing conditions for my family, which makes me proud of myself				

No.	Statement	Yes	Mostly yes	Mostly no	No
4.	I am satisfied with my housing, which makes me proud of myself, my work, and my profession				
5.	My actions are not focused on intellectual and professional development, but on providing my family with essentials				
6.	I constantly provide my family with quality food and essentials				
7.	The lack of normal living conditions due to my low salary makes me feel indifferent, passive, and uninvolved at work				
8.	There were cases when I could not start working for days because I was thinking about where to get money to buy essentials for my family				
9.	The inability to meet the needs of my family with essentials makes me look for additional income				
10.	The fact that I cannot satisfy the needs of my family with everything necessary for normal life demonstrates my lack of character and willpower				
11.	The fact that my professional activity allows me to meet the needs of my family with everything necessary for normal life does not make me look for additional income				
12.	The fact that I can meet the needs of my family with everything necessary for normal life makes me even more motivated to perform my professional duties effectively.				
13.	Because I am not able to earn money to buy modern information tools necessary for people in the information society, I consider myself to be a person with low abilities				
14.	In case of illness, I can always buy all necessary medicines				

No.	Statement	Yes	Mostly yes	Mostly no	No
15.	I have enough money for self-education and professional development, which allows me to maintain my erudition at the required level and develop constantly				
16.	I am not satisfied with the fact that I do not have enough material resources for the proper development and upbringing of my children				
17.	My attitude to the performance of professional duties has changed, since my salary is such that I cannot provide my children with a quality education				
18.	I go to theaters, museums, art galleries, art exhibitions, and concerts on a regular basis				
19.	I often travel, have a good rest, and restore my physical health				
20.	Because of my low salary, I have negatively changed my attitude toward my professional activity				
21.	I would like to have at least a cheap car, but I cannot afford it with my salary				
22.	Due to the inability to buy modern information tools necessary for people in the information society, the quality of my work is not high				
23.	My inability to meet the needs of my family in health care, full development, and education of children reduces my self-esteem				
24.	My inability to meet the needs of my family in health care, development, and education of children shows that I am not smart enough or that I am a loser				
25.	When I compare my financial situation with those people and peers who already have apartments, their own houses, cars, and other material assets, I feel ashamed of myself				

No.	Statement	Yes	Mostly yes	Mostly no	No
26.	When I compare my financial situation with those who are engaged in small and medium-sized businesses, I feel sorry for myself				
27.	I cannot accept the fact that I am not rich				
28.	I am quite satisfied with the material goods I have				
29.	I live not worse than people of my profession in the European Union do				
30.	The fact that I cannot satisfy the needs of my family in the living conditions that wealthy people have means that I am worse than them, unable to act like them				
31.	The fact that I cannot live in prosperity, as many others do, indicates that I have not achieved anything in my life				
32.	When I compare my financial situation with some other people who live in prosperity without education, I feel angry at my profession				
34.	I am happy to have a prestigious car				
35.	I am happy to have a nice house of my own.				
36.	I suffer from the fact that I cannot go on vacation to prestigious places, wear expensive clothes				

***Analysis of the results obtained with the test “Methodology for Determining Psycho-Economic Deprivation and its Subtypes in Adults”.*** The “Methodology for Determining Psycho-Economic Deprivation and its Subtypes in Adults” includes 36 positive (direct) and negative (reverse) statements that allow identifying psycho-economic deprivation (PSEB) and its subtypes in AS: basic psycho-economic deprivation (PSEB/b), normative psycho-economic deprivation (PSEB/n), relative psycho-economic deprivation (PSEB/r).

Each position of the answer to a particular statement corresponds to a certain number of points from 0 to 3. Since the “Methodology for Determining Psycho-Economic Deprivation and its Subtypes in Adults” has direct and reverse statements, they correspond to the following number of points (Table 3.2).

Table 3.2

***Points for different statements according to the “Methodology for Determining Psycho-Economic Deprivation and its Subtypes in Adults”***

Psycho-economic deprivation and its subtypes	Statement	Statement number	Points per statement			
			Yes	Probably yes	Probably no	No
<b>Psycho-economic deprivation (PSEB)</b>	positive statements (direct)	3-6, 11, 12, 14, 15, 18, 19, 28, 29, 34, 35	3	2	1	0
	negative statements (reverse)	1, 2, 7-10, 13, 16, 17, 20-27, 30-33, 36	0	1	2	3
<b>PSEB/b</b>	positive statements (direct)	3-6, 11, 12,	3	2	1	0
	negative statements (reverse)	1, 2, 7-10	0	1	2	3
<b>PSEB/n</b>	positive statements (direct)	14, 15, 18, 19	3	2	1	0
	negative statements (reverse)	13, 16, 17, 20-24	0	1	2	3
<b>PSEB/r</b>	positive statements (direct)	28, 29, 34, 35	3	2	1	0

Psycho-economic deprivation and its subtypes	Statement	Statement number	Points per statement			
			Yes	Probably yes	Probably no	No
	negative statements (reverse)	25-27, 30-33, 36	0	1	2	3

The level of development of psycho-economic deprivation in an adult is determined either by the coefficient of psycho-economic deprivation ( $C_{pseb}$ ) or by the number of points awarded based on statements 1 ... 36 (see Table 3.1).

The coefficient of psycho-economic deprivation ( $C_{pseb}$ ), which reflects the numerical value of its development in a scientific and pedagogical worker and is the ratio of the sum of points scored to the maximum amount of points at which psycho-economic deprivation is manifested at the highest level, is calculated by the formula

$$C_{pseb} = \frac{\sum PSEB (1...36)}{N_{pseb}}, \quad (3.1)$$

where  $C_{pseb}$  is the coefficient of psycho-economic deprivation;

$\sum PSEB (1...36)$  is the sum of points obtained for all statements that reflect psycho-economic deprivation according to this methodology (see Table 3.1);

$N_{pseb}$  is the maximum possible sum of points for 36 items, which, when determining psycho-economic deprivation using this methodology, is  $36 \times 3 = 108$  ( $N_{pseb} = 108$ ).

Psycho-economic deprivation can have the following levels of development:

- 1) low: when  $C_{pseb} = 0 \div 0.2$  (or 0 – 21 points);
- 2) below average: when  $C_{pseb} = 0.21 \div 0.4$  (or 22 – 43 points);
- 3) average: when  $C_{pseb} = 0.41 \div 0.6$  (or 44 – 65 points);
- 4) above average: when  $C_{pseb} = 0.61 \div 0.8$  (or 66 – 87 points);
- 5) high: when  $C_{pseb} = 0.81 \div 1$  (or 88 – 108 points).

The coefficient of any subtype of psycho-economic deprivation (basic psycho-economic deprivation (PSEB/b), normative psycho-economic deprivation (PSEB/n) and relative psycho-economic deprivation (PSEB/r)) reflects the numerical value of its expression in a scientific and pedagogical worker and is the ratio of the sum of points scored to the maximum amount of points at which this subtype of psycho-economic deprivation is manifested at the highest level, and is determined by the formula:

1) coefficient of basic psycho-economic deprivation ( $C_{psebb}$ ):

$$C_{psebb} = \frac{\sum PSEBb (1...12)}{N_{psebb}}, \quad (3.2)$$

where  $C_{psebb}$  is the coefficient of basic psycho-economic deprivation;

$\sum PSEBb (1...12)$  is the sum of points obtained for each statement that reflects basic psycho-economic deprivation (see Table 3.1) according to this methodology;

$N_{psebb}$  is the maximum possible sum of points for 12 items, which, when determining basic psycho-economic deprivation using this methodology, is  $12 \times 3 = 36$  ( $N_{psebb} = 36$ ).

2) coefficient of normative psycho-economic deprivation ( $C_{psebn}$ ):

$$C_{psebn} = \frac{\sum PSEBn (13...24)}{N_{psebn}}, \quad (3.3)$$

where  $C_{psebn}$  is the coefficient of normative psycho-economic deprivation;

$\sum PSEBn (13...24)$  is the sum of points obtained for each statement that reflects normative psycho-economic deprivation (see Table 3.1) according to this methodology;

$Npsebn$  is the maximum possible sum of points for 12 items, which, when determining basic psycho-economic deprivation using this methodology, is  $12 \times 3 = 36$  ( $Npsebn = 36$ ).

3) coefficient of relative psycho-economic deprivation ( $Cpsebr$ ):

$$Cpsebr = \frac{\sum PSEBr (25...36)}{Npsebr}, \quad (3.4)$$

where  $Cpsebr$  is the coefficient of relative psycho-economic deprivation;

$\sum PSEBr (25...36)$  is the sum of points obtained for each statement that reflects relative psycho-economic deprivation (see Table 3.1.) according to this methodology;

$Npsebr$  is the maximum possible sum of points for 12 items, which, when determining basic psycho-economic deprivation using this methodology, is  $12 \times 3 = 36$  ( $Npsebr = 36$ ).

Basic, normative, and relative deprivation, as subtypes of psycho-economic deprivation, can have the following levels of development:

- 1) low: when  $Cpsebb, Cpsebn, Cpsebr = 0 \div 0.2$  (or 0 – 7 points);
- 2) below average: when  $Cpsebb, Cpsebn, Cpsebr = 0.21 \div 0.4$  (or 8 – 14 points);
- 3) average: when  $Cpsebb, Cpsebn, Cpsebr = 0.41 \div 0.6$  (or 15 – 22 points);
- 4) above average: when  $Cpsebb, Cpsebn, Cpsebr = 0.61 \div 0.8$  (or 23 – 29 points);
- 5) high: when  $Cpsebb, Cpsebn, Cpsebr = 0.81 \div 1$  (or 30 – 36 points).

To conduct the empirical study, a sample of 308 scientific and pedagogical workers from Lviv universities has been formed. This sample included scientific and pedagogical workers whose ages ranged from 23 to 77 years, and whose teaching experience ranged from 1 to 49 years. At the same time, this sample of AS was formed in such a way that all age categories were evenly represented in it, taking into account



their teaching experience. For this purpose, the scientific and pedagogical workers of the sample were divided into 7 subgroups, each of which included 44 persons, namely:

- subgroup I (1-5 years of teaching experience; age: 23-28 years old);
- subgroup II (6-12 years of teaching experience; age: 29-35 years old);
- subgroup III (13-19 years of teaching experience; age: 36-42 years old);
- subgroup IV (20-26 years of teaching experience; age: 43-50 years old);
- subgroup V (27-33 years of teaching experience; age: 51-57 years old);
- subgroup VI (34-40 years of teaching experience; age: 58-65 years old);

subgroup VII (more than 40 years of teaching experience; age – more than 65 years old);

The survey of AS of the sample was conducted individually and anonymously. Each respondent was given the following instructions: “You are offered various statements. Please read each of them carefully, but do not think long about the answer, since they are all correct. If you agree with the statement completely, check the box “Yes” in the same line; if you mostly agree, check the box “Mostly yes” in the line; if you mostly disagree, check the box “Mostly no” in the line; if you completely disagree, check the box “No” in the line.

### **3.2. Results of Empirical Research on Psycho-Economic Deprivation in Scientific and Pedagogical Workers and Their Interpretation**

Based on the results of the study, it was found that psycho-economic deprivation in academic staff (AS) of Ukraine, in general, has the highest developmental coefficients of all eight types of psychological deprivation (psycho-cognitive, psycho-motor, psycho-emotional, psycho-sexual, psycho-social, psycho-economic, psycho-spiritual and psycho-cultural deprivation). Its development is at a high level in 52 (16.88%) persons, at an above-average level – in 127 (41.24%) persons, at an average level – in 102 (33.12%) persons, at a below-average level – in 26 (8.44%) persons, at a low level – in 1 (0.32%) person (Table 3.3).

Table 3.3

**Distribution of scientific and pedagogical workers by levels of development of psycho-economic deprivation (Cpseb) and its subtypes: basic psycho-economic deprivation (Cpseb/b), normative psycho-economic deprivation (Cpseb/n), and relative psycho-economic deprivation (Cpseb/r)**

Types of deprivation	Levels of development									
	Low		Below average		Average		Above average		High	
	Number of AS (N), percentage (%)									
	N	%	N	%	N	%	N	%	N	%
Psycho-economic deprivation (Cpseb)	1	0.32	27	8.76	101	32.80	127	41.24	52	16.88
Basic psycho-economic deprivation (Cpseb/b)	6	1.95	27	8.76	58	18.83	101	32.80	116	37.66
Normative psycho-economic deprivation (Cpseb/n)	5	1.63	19	6.17	39	12.66	117	37.99	128	41.55
Relative psycho-economic deprivation (Cpseb/r)	33	10.71	100	32.47	57	18.51	85	27.60	33	10.71

What is the reason?

In our opinion, the main reason for the failure of the AS to meet economic (material) needs is, firstly, the socio-economic disadaptation of the older generations – this is primarily AS of the subgroup VII (more than 40 years of teaching experience; age – more than 65 years old), subgroup VI (34-40 years of teaching experience; age: 58-65 years old), subgroup V (27-33 years of teaching experience; age: 51-57 years

old) and subgroup IV (20-26 years of teaching experience; age 43-50 years old); secondly, ineffective economic socialization of the younger generation – AS of the subgroup III (13-19 years of teaching experience; age: 36-42 years old), subgroup II (6-12 years of teaching experience; age: 29-35 years old) and subgroup I (1-5 years of teaching experience; age: 23-28 years old), who was educated in difficult social and economic conditions during the formation of independent Ukraine, when the quality professional activity of higher education teachers (and not only teachers) was no longer valued, became low-paid, and often was not included in their value orientations. During this period, the labor that allowed it to get rich quickly and accumulate capital was valued. The researcher J. Gottlieb drew attention to the leading role in determining the success of social and economic adaptation of an individual of the hierarchy of value orientations, in which labor takes the leading place. In his opinion, in such a situation, the ultimate goal of adaptation is to achieve a certain financial situation through labor, which ensures the satisfaction of physiological and social needs [30]. It turns out that if it is impossible to achieve the necessary material status through honest work, then it (work) ceases to be valued, that is, to be a value that an individual is guided by and strives to achieve.

AS of Ukraine operate in a specific social reality, in which there are constant economic, social, political, educational, and legal changes resulting in ongoing reforms. Unfortunately, the desire for positive changes and real market relations has turned into “reformomania” – a constant process of scientifically unjustified and often harmful changes, usually initiated by managers, for the sake of changes, to show others their “wisdom” and “importance”. After all, every new manager, having taken up a significant official position, first and foremost declares about implementing new reforms. Such “reformomania” usually leads to disorganization of the system. This also applies to education.

This state of affairs, combined with various crises, has led to social and economic disadaptation of the AS. According to A. Hrys, the criteria for assessing economic disadaptation, based on the peculiarities of the formation of such integral construct of self-awareness as the image of the “Ego” of a person, are 1) inconsistency of the

economic self-esteem of the individual with the level of claims in the economic sphere; 2) conflict in the perception of the own image of “Ego”; 3) lack of an adequate idea of oneself as a subject of economic interaction [32].

At the same time, economic disadaptation is a consequence of the disruption of the economic socialization of the AS of Ukraine, which took place starting with the stagnation of the USSR economy in the last years of its existence (1980-1991), the period of its (economic) crises, destruction and collapse (1992-2000) after the collapse of the USSR, and the period of formation of new economic relations for Ukrainian citizens – market relations (2001 – to the present day).

The concept of “economic socialization” covers not only the processes of becoming an economic man but also the development of mature forms of an individual's being in the sphere of economic relations, their modification in society during the inclusion of an individual in the system of new economic ties and relations related to the appropriation of goods. The researcher Ye. Filinkova [99, p. 209-211] defines economic socialization as the process of an individual's entry into the economic reality of society, accompanied by the development of his/her economic consciousness as a result of mastering roles, norms and values of economic behavior, as well as personal qualities. However, when the system of new economic ties and relations is constantly changing, adjusting, distorting, etc., i.e., economic reality manifests itself as a course of unstable, unnatural, or artificially provoked economic processes, it is difficult for an individual to join such economic reality of society.

In some scientific sources [76], “economic socialization” is revealed through a number of conceptual oppositions: “typical – unique”, “activity – passivity”, “spontaneity – purposefulness”, “external influence – internal influence”, and “structured – unstructured”.

Let us focus on those oppositions that explain some aspects of the psycho-economic deprivation of the AS to some extent.

The opposition “typical – unique” indicates the two-sided nature of the phenomenon of economic socialization. On one hand, the typical personality properties and qualities are formed in the process of economic socialization, and on the other

hand, the unique ones are formed, i.e. those that are inherent only to a particular person. The typical personality properties and qualities are common to many members of society, which ensures the organization of economic interaction, mutual understanding, and exchange of information and other benefits. The unique personality properties and qualities include those that are most in demand in the given conditions of development of society, in a given industry (profession).

The opposition “spontaneity – purposefulness”, revealing economic socialization as a lifelong process, indicates its spontaneous and purposeful course. This means that, in principle, the more or less purposeful process of economic socialization of AS organized (and controlled by the state) is affected by various spontaneous external and intrapersonal factors.

The state usually manages the process of economic socialization of citizens, forming and developing appropriate economic (material) attitudes, motives, aspirations, and psycho-economic qualities in them. The requirements that are put forward to the individual by the human communities he/she is a member of are concentrated in the basic model of the ideal person – the “basic personality” that exists in every society. Thus, according to A. Kardiner and R. Lipton [114, P. 431.], the basic personality is a set of properties and qualities that are formed by a culture on the basis of a common social and cultural experience for all members of this society and includes such personal characteristics that make an individual as receptive to this culture as possible and enable him/her to achieve the greatest comfort and security in it. Using the term “basic”, A. Kardiner and R. Lipton denote common (modal) social and cultural matrices for society, which are the original genetic source of various behavioral manifestations of society members. Actually, these matrices, according to V. Moskalenko, reflect the entire range of personal traits and qualities valuable to society, including those formed in the course of economic socialization and reflecting the normative image of a person in the economy [69].

The opposition “structured – unstructured” makes it possible to look at the economic socialization of a scientific and pedagogical worker as a structured and unstructured process. The structured process of economic socialization reflects the

interaction of the SRWs with the economic reality with the use of following components of economic consciousness: 1) cognitive (availability of economic thinking [101], internalization of the economic environment and obtaining new knowledge about economic phenomena on this basis [107; 109]); 2) regulatory (norms, rules, criteria, attitudes [38; 40; 42; 109]); 3) value and representative [68; 70]); 4) behavioral (strategies of economic behavior [92]). The structured process of economic socialization ensures the formation of appropriate ideas about the course of economic processes, and the development of skills and abilities of economic behavior. The unstructured process of economic socialization is spontaneous, and unsystematic, without a clear understanding and appropriate representation in the economic consciousness.

As to the economic socialization of the scientific and pedagogical worker, it should be noted that at each new stage of his/her professional development, there are new systemic properties of the individual as a subject of economic relations.

The opposition “procedural – static” indicates that economic socialization, as a continuous process, on the one hand, deploys in space and time, changing the psycho-economic qualities of the AS member, and on the other hand, allows him/her to present them as a structured static phenomenon that is realized according to a certain internal organization in the ratio of its internal elements. In this context, I. Zubiashvili notes: “<...> the process of economic socialization of an individual occurs as a continuous establishment of correspondence between the level and features of the structure of the internal motivational and need system and the corresponding objective circumstances, the normative and value system of society. In this perspective, taking into account the influence of the external value environment on the economic consciousness of the individual, we can consider the process of economic socialization as a psycho-economic adaptation to the conditions of the changing value environment” [49, p. 29].

Since AS, especially this of subgroup VII (more than 40 years of teaching experience; age: more than 65 years old), subgroup VI (34-40 years of teaching experience; age: 58-65 years old), and subgroup V (27-33 years of teaching experience; age: 51-57 years old) have experienced economic disadaptation as a result of the

destruction of the old – the so-called socialist economic relations”, the system-forming factor of which in the USSR was the national property, which excluded private property (communist society in the USSR was built on the basis of public ownership of the means of production), and the formation of new – market economic relations, this required repeated economic socialization, or rather economic re-socialization, which, according to V. Moskalenko, should be understood as a “secondary” entry of an individual into social relations due to changes in social and economic conditions [69]. We can talk about economic re-socialization when social and economic conditions (from macro- to micro-social) change dramatically, when they are uncertain and changeable, which has been and is still observed in Ukraine. Under these conditions, the psychological attitude of the AS to entering a new social and economic situation, new economic realities, is actualized.

Researcher I. Zubiashvili [49] points out that in times of dramatic social changes, there is economic adaptation, which is the leading mechanism and function of economic socialization of the individual in unstable and/or new conditions of social transformation. However, new economic adaptation is sometimes slowed down by a lack of both vital resources (health, education, qualifications, age, time, savings) and psychological resources (intellectual, volitional, and motivational potential, freedom of choice, internal locus of control, critical thinking, etc.).

Difficulties in the economic socialization of many AS members, especially the older ones, are due to the presence of the old “Soviet” economic consciousness in them, which slows down the development of the new one and prevents them from behaving in a way that is appropriate in the new economic realities.

The AS experience normative psycho-economic deprivation most noticeably. Thus, it is manifested at a high level in 128 (41.55%) persons, at an above-average level – in 117 (37.99%) persons, at an average level – in 39 (12.66%) persons, at a below-average level – in 19 (6.17%) persons, at a low level – in 5 (1.63%) persons (see Table 3.3).

This means that AS, first of all, cannot fully meet the needs for education, medical care, preservation and restoration of physical health, technical means and transport facilities, etc.

The second most expressed is the basic psycho-economic deprivation, which is observed in AS at a high level in 116 (37.66%) persons, at an above-average level – in 101 (32.8%) persons, at an average level – in 58 (18.83%) persons, at a below average level – in 27 (8.76%) persons, at a low level – in 6 (1.95%) persons (see Table 3.3).

This shows that not all AS members in the current conditions of economic development of the state can fully meet the essential needs.

The third most developed is relative psycho-economic deprivation, which occurs at a high level in 33 (10.71%) persons, at an above-average level – in 85 (27.6%) persons, at an average level – in 57 (18.51%) persons, at a below average level – in 100 (32.47%) persons, at a low level – in 33 (10.71%) persons.

Obviously, some of the AS members cannot satisfy the needs for those material goods that are too desirable for them, based on their plans and as a result of comparing themselves with others – richer people who are sometimes lower in social status and education than the AS.

And this is not surprising, since Ukrainian society after the collapse of the Soviet Union was divided into dozens of very rich (oligarchs), relatively wealthy and poor citizens, who are the vast majority in Ukraine. At the same time, there was an injustice in the distribution of national wealth between those who had higher education, a high level of professionalism, and worked honestly, and those who did not, but had achieved a high financial position in various, often illegal ways, which generates among the AS, on one hand, hostility towards them, and on the other – an attempt to live better, or at least to have everything they need.

The gap between the existing and desired economic (material) situation of some economically deprived AS members causes disharmony in their personality since economic values become “internal” regulators of their behavior, i.e., conditions for the realization of an active position of the individual in relation to the world outside.



The basic, normative, and relative psycho-economic deprivation have a certain impact on the parameters of various spheres of the personality of the scientific and pedagogical workers. According to our research, the psycho-economic deprivation of AS is the cause of social frustration, disadaptation, neuropsychological stress, pessimism, rigidity, indifference, devastation, disappointment, deformation of personal traits and qualities, intrapersonal conflicts, emotional burnout, etc., which obviously negatively affects the quality of their professional activity.

In general, psycho-economic deprivation has a negative impact on the formation of the components of consciousness and self-awareness of AS, as well as generates low self-esteem and complexes. According to Z. Karpenko, such individuals might change their transcendental intentions. She explains: “The uniqueness of a person’s life path depends on the specific combination and dominance of four basic intentions: satisfaction of needs, adaptive self-restraint, creative expansion, establishment of inner harmony” [54, p. 227]. If these intentions are violated, then the life path of the individual and his/her behavior change.

In fact, under the influence of psycho-economic deprivation, the behavior of some AS members can become potentially destructive. Some economically deprived AS members cannot adapt to new market economic conditions, which contributes significantly to their depression. This was pointed out by researcher L. Varava, who notes: “Usually, the mental state of a deprived person is manifested in his/her increased anxiety, fear, a feeling of deep, often unclear to the person dissatisfaction with himself/herself, his/her environment, his/her life” [17, p. 27].

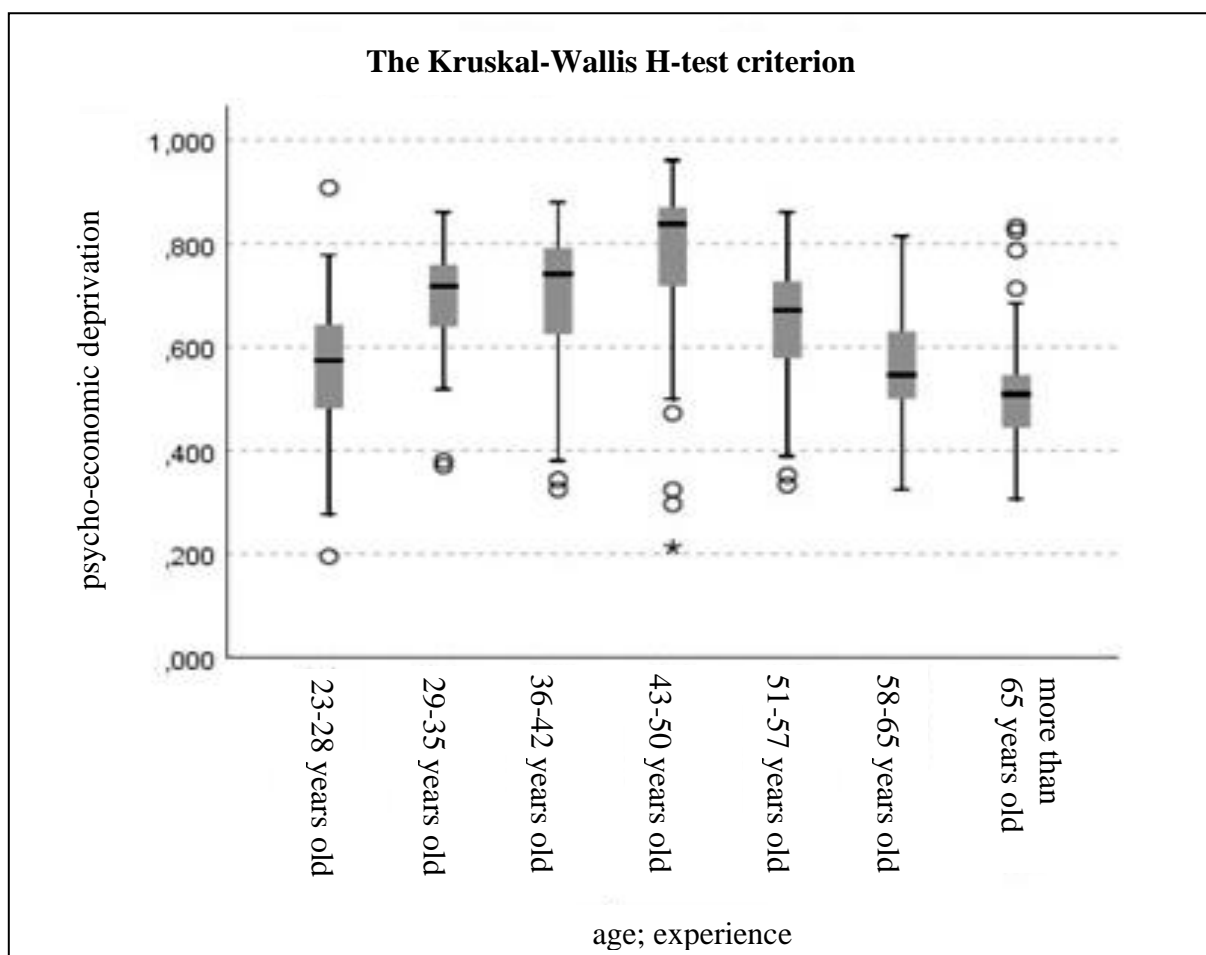
Based on negative emotions and feelings, some economically deprived AS members develop a certain model of aggressive behavior towards students, which is characterized by the presence of destructive tendencies in building relations with them. Based on the theory of social learning by A. Bandura, aggression is considered a specific social behavior, which, in his opinion, requires three aspects to be taken into account: ways of learning such actions; factors that provoke their occurrence; conditions under which these actions are fixed [8, p. 3-15].

As a result of working in several places, the constant pursuit of material wealth, and thus fatigue and even overwork, economically deprived AS members often do not read books, magazines and newspapers, do not watch the necessary TV programs, do not go to the theater, concerts, etc, do not communicate sufficiently with friends, relatives, neighbors, do not participate in public events, etc., which impoverishes their communication with higher education students, including when interacting with them in the process of solving educational tasks. As a result, such AS members become uninteresting for higher education students, their lectures are boring, gray, etc.

Then, I calculated the Kruskal-Wallis H-test criterion, which determines the central tendency for non-parametric parameters – the results of psycho-economic deprivation in AS subgroups formed by the amount of teaching experience and age. Using these criteria, we have identified a tendency to shift the largest part of the results in each subgroup, as well as the intervals of their greatest concentration and dispersion.

As for the subgroups of scientific and pedagogical workers formed by pedagogical experience and age, the development of psycho-economic deprivation in them has its differences (Fig. 3.1).

Fig. 3.1 shows that psycho-economic deprivation is most typical for AS subgroup IV (20-26 years of teaching experience; age: 43-50 years old), which has the highest development of psycho-economic deprivation of all subgroups with an average value for asymmetric distributions equal to 0.82 (i.e.  $\bar{x} = 0.82$ ).



*Fig. 3.1. Diagram of differences between different subgroups of scientific and pedagogical workers formed on the basis of the length of teaching experience and age, according to the level of psycho-economic deprivation based on the calculation of the Kruskal-Wallis H-test criterion*

According to the level of development of psycho-economic deprivation – in descending order – after subgroup IV, there is the subgroup III of AS (13-19 years of teaching experience; age: 36-42 years old), in which  $\bar{x} = 0.74$ ; then – the subgroup II of AS (6-12 years of teaching experience; age: 29-35 years old), in which the average value for asymmetric distributions is 0.71, is the third highest value in the development of psycho-economic deprivation. The fourth position is taken by the subgroup V of AS (27-33 years of teaching experience; age: 51-57 years old), in which  $\bar{x} = 0.67$ . The fifth position is taken by subgroup I (1-5 years of teaching experience; age: 23-28 years old), in which  $\bar{x} = 0.59$ . The sixth position is taken by the subgroup (34-40 years of

teaching experience; age: 58-65 years old), in which  $\bar{x} = 0.54$ . The lowest level of psycho-economic deprivation is occupied by subgroup VII of the AS (more than 40 years of teaching experience; age: more than 65 years old), in which  $\bar{x} = 0.51$ .

As we can see, the development of psycho-economic deprivation is typical for all subgroups of AS. At an average level of development, it is found in the AS of subgroup I (1-5 years of teaching experience; age: 23-28 years old), subgroup VI (34-40 years of teaching experience; age: 58-65 years old) and subgroup VII (more than 40 years of teaching experience; age: more than 65 years old); at an above average level – in the AS of the subgroup II (6-12 years of teaching experience; age: 29-35 years old), subgroup III (13-19 years of teaching experience; age: 36-42 years old) and subgroup V (27-33 years of teaching experience; age: 51-57 years old); at a high level – in the AS of the subgroup IV (20-26 years of teaching experience; age: 43-50 years old).

Why do AS of subgroup IV (20-26 years of teaching experience; age: 43-50 years old) has the highest level of psycho-economic deprivation of all groups? In our opinion, this is due to the fact that they have the highest material costs since they provide education for their children, and often financially support newly formed young families, including providing them with housing, some of them do not have good housing on their own, some are divorced, etc. And the main thing is probably that they have already realized that they will not be able to improve their financial situation significantly using their income from professional activities.

Let us analyze the manifestation in the subgroups of AS formed by pedagogical experience and age of such subtypes of psycho-economic deprivation as basic, normative, and relative.

Thus, basic psycho-economic deprivation at high and above-average levels of development is most manifested in subgroup II of AS (6-12 years of teaching experience; age: 29-35 years old). The second position, in descending order, is taken by the subgroup V of AS (27-33 years of teaching experience; age: 51-57 years old), the third – subgroup III of AS (13-19 years of teaching experience; age: 36-42 years old), the fourth – subgroup IV (20-26 years of teaching experience; age: 43-50 years

old), the fifth – subgroup I (1-5 years of teaching experience; age: 23-28 years old), the sixth – subgroup VI (34-40 years of teaching experience; age: 58-65 years old), the seventh – subgroup VII of AS (more than 40 years of teaching experience; age: more than 65 years old).

At the same time, normative psycho-economic deprivation at high and above-average levels of development is most typical for subgroup III of AS (13-19 years of teaching experience; age: 36-42 years old). The second place, in descending order, is taken by the subgroup VII of AS (more than 40 years of teaching experience; age: more than 65 years old), the third – subgroup VI (34-40 years of teaching experience; age: 58-65 years old), the fourth – subgroup IV (20-26 years of teaching experience; age: 43-50 years old), the fifth – subgroup II of AS (6-12 years of teaching experience; age: 29-35 years old), the sixth – subgroup V (27-33 years of teaching experience; age: 51-57 years old), the seventh – subgroup I (1-5 years of teaching experience; age: 23-28 years old).

At the same time, relative psycho-economic deprivation at high and above-average levels of development is most evident in the subgroup IV of AS (20-26 years of teaching experience; age: 43-50 years old). The second position, in descending order, is taken by the subgroup V of AS (27-33 years of teaching experience; age: 51-57 years old), the third – subgroup II of AS (6-12 years of teaching experience; age: 29-35 years old), the fourth – subgroup III of AS (13-19 years of teaching experience; age: 36-42 years old), the fifth – subgroup I (1-5 years of teaching experience; age: 23-28 years old), the sixth – subgroup VI (34-40 years of teaching experience; age: 58-65 years old), the seventh – subgroup VII of AS (more than 40 years of teaching experience; age: more than 65 years old).

Based on the above data, we can state the fact that basic, normative, and relative psycho-economic deprivation is typical for AS of different ages and different lengths of teaching experience. There is no regularity that basic, normative, or relative psycho-economic deprivation decreases with increasing age of the AS member, or vice versa, increases. Obviously, the subtypes of psycho-economic deprivation of AS depend on

the real financial situation of each AS member, which allows or does not allow him/her to meet his/her economic needs.

Since psycho-economic deprivation is also a factor that causes social frustration, one of the forms of its experience is regression, that is, a return to primitive, often previously safe and infantile forms of behavior, which in turn leads to a reduction in personal achievements in professional pedagogical activity.

We have found that AS members experiencing psycho-economic deprivation are divided into three categories:

Category I – those AS members who strive to improve their economic (material) situation through legal means and are active and persistent in this direction (working several additional jobs, writing a dissertation, etc.);

Category II – those AS members who are involved in deviant and delinquent behavior;

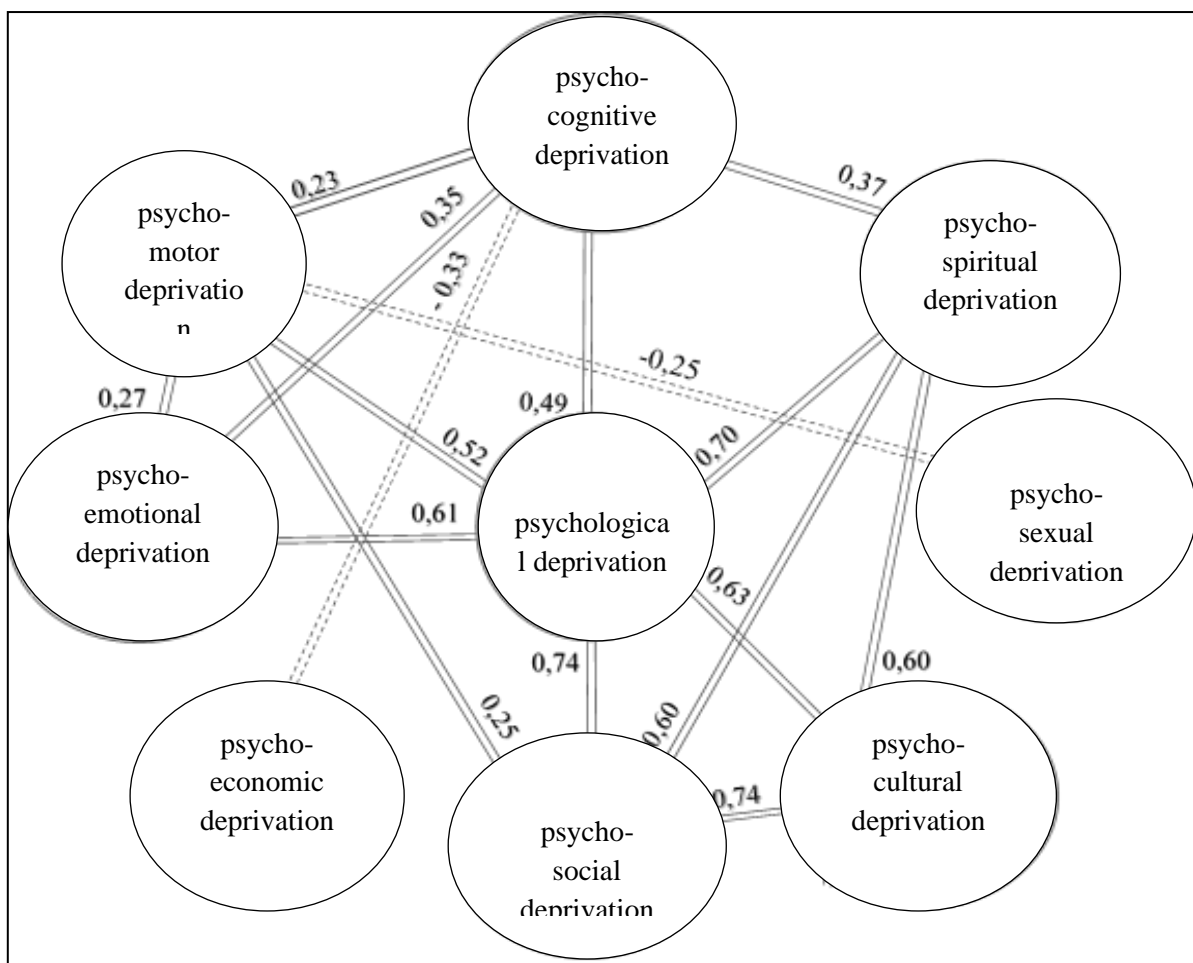
Category III – those AS members who are discouraged, frustrated, depressed, and suffer other psychological destruction.

Some AS members who have been exposed to psycho-economic deprivation for a long time may lose control over the circumstances of their lives, and become unable to improve their economic (material) situation, which, in turn, leads to using inappropriate behavioral patterns. Sometimes they get stagnant. As emphasized by M. Savchyn and L. Vasylenko, “*stagnation* is the lack of life prospects, insufficient orientation of a person in time, loss of the meaning of life. With his/her mood and behavior, he/she expresses fatigue from life, the passive expectation of death” [83, p. 312]. In this case, internal resources seem to be paralyzed, and the tendencies of helplessness, social infantilism, and symptoms of frustration and apathy are intensified. And alcohol consumption often becomes an escape from the reality of economically deprived male AS members.

In order to analyze the role, place, and significance of psycho-economic deprivation of AS in the development of their psychological deprivation, we have built correlation models of the manifestation of psychological deprivation in AS of the entire sample and subgroups formed by the length of teaching experience and age based on

the results obtained. It should be reminded that psychological deprivation is an integrated manifestation of all its eight types – psycho-cognitive, psycho-motor, psycho-emotional, psycho-sexual, psycho-social, psycho-economic, psycho-spiritual, and psycho-cultural deprivation. Each of these types manifests itself differently in certain AS member, subgroups of AS formed by the length of their teaching experience and age, and thus has a different impact on the development of psychological deprivation.

Let us consider and analyze the correlation model of psychological deprivation in AS of the entire sample (Fig. 3.2).



*Fig. 3.2. Correlation pleiad of psychological deprivation manifestations in scientific and pedagogical workers*

*(double solid line “===” indicates positive correlation relations at  $\alpha < 0.01$ , double dotted line “= = =” indicates the opposite correlation relations at  $\alpha < 0.01$ )*

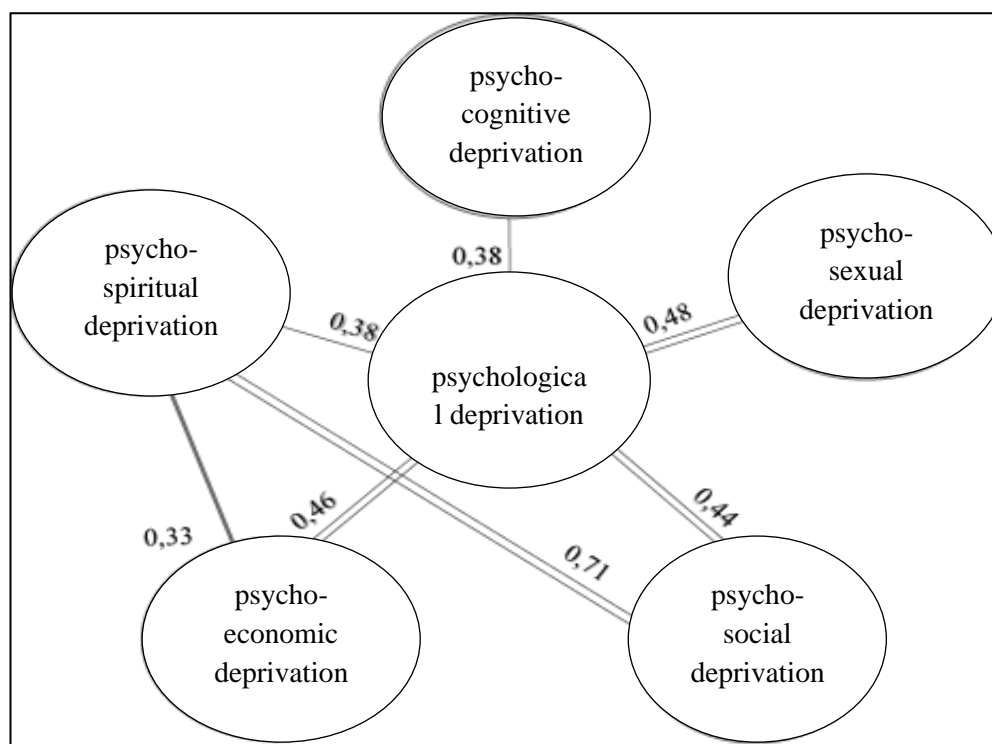
According to Fig. 3.2, psycho-economic deprivation is not a part of the core of psychological deprivation (this core is formed by psycho-social deprivation, psycho-spiritual deprivation, and psycho-cultural deprivation, which additionally have positive correlations with each other, gaining a value of at least 0.6 at a high level of statistical significance).

As for the AS psycho-economic deprivation, it affects psychological deprivation indirectly – through their psycho-cognitive deprivation. At the same time, psycho-economic deprivation has an inverse relation with psycho-cognitive deprivation (strength of relation is -0.33;  $p \leq 0.01$ ). The higher the level of psycho-economic deprivation, the lower the level of psycho-cognitive deprivation. Obviously, AS members experiencing psycho-economic deprivation develop more actively in the intellectual sphere in order to obtain new, higher, and better-paid positions: senior lecturer, associate professor, professor, head of department, dean of faculty, deputy director of an educational or research institute, director of an institute, head of a unit (department, division, service, center) in a HEI, etc. They learn foreign languages, undergo advanced training, master new (additional) specialties, write scientific papers, defend dissertations, participate in various competitions work on grants, etc.

Following this path, economically deprived AS members seek to change (improve) their economic situation and satisfy their material needs.

The analysis of the correlation model of psychological deprivation in AS subgroup I (1-5 years of teaching experience; age: 23-28 years old) shows that the positive correlation relation of the indicator “psychological deprivation” is at the level of 1% of statistical significance with the indicators “psycho-social deprivation” and “psycho-economic deprivation”, as well as the relation is at the level of 5% of statistical significance with the indicator “psycho-spiritual deprivation” (Fig. 3.3). All four of these indicators have a statistically significant relation to each other.





*Fig. 3.3. Correlation pleiad of psychological deprivation manifestations in AS subgroup I (1-5 years of teaching experience; age: 23-28 years old) (double line “=” indicates positive correlation relations at  $\alpha \leq 0.01$ , single line “—” at  $\alpha \leq 0.05$ )*

Obviously, a young AS member has certain difficulties in functioning in the social system. This is sometimes supplemented by the inability to meet material needs that are important to a person in various areas (housing, health care, education, environmental, technical, etc.). Moreover, the personality of a young professional might be significantly influenced by society, which at this time tends to be overly materialized, requiring a lot of time and resources, which leads to a neglect of spiritual values.

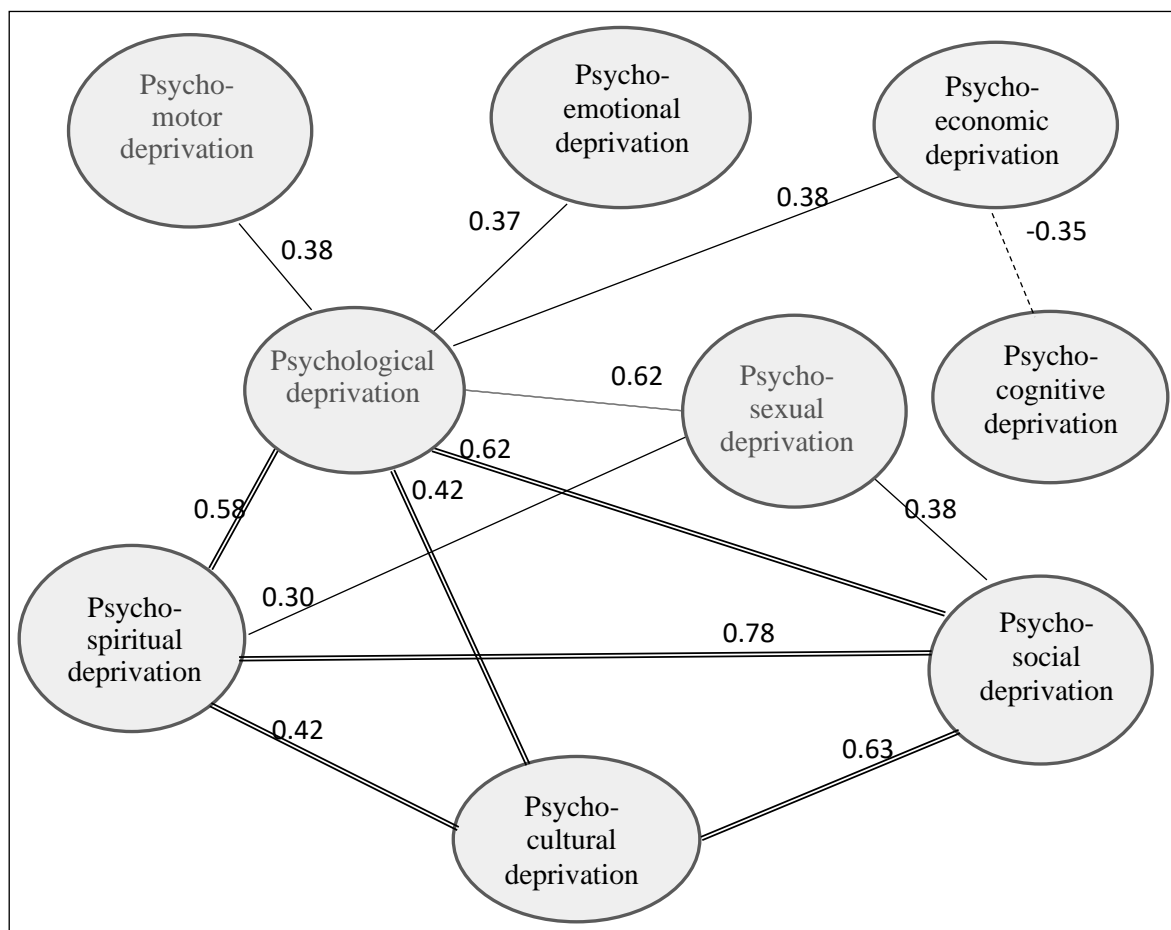
At the same time, the results obtained indicate that young AS experiences the greatest shortage and oppression in the economic, social, and spiritual spheres. It can be argued with a high probability, statistically substantiated, that if a young person experiences psychological deprivation, for example, a psycho-economic one, then he/she also has such types of deprivation as psycho-social and psycho-spiritual. Why

is it this? Probably, because young AS members who have just started their careers are quite significantly influenced by our Ukrainian social reality, in which economic, social, and spiritual factors are tied together in one knot. It should also be noted that AS of subgroup I (1-5 years of teaching experience; age: 23-28 years old) develop psychological space as a result of their inclusion in interaction with a wider range of individual and group subjects regarding the possession, use, and disposal of goods, primarily material ones. In reality, the AS of subgroup I continue the socio-psychological process of economic socialization and entry into the economic system of society.

The analysis of the correlation models of psychological deprivation in AS subgroup II (6-12 years of teaching experience; age: 29-35 years old) and subgroup III (13-19 years of teaching experience; age: 36-42 years old) shows that there is no significant impact of their psycho-economic deprivation on psychological deprivation. This means that the AS members of these subgroups consider their economic (material) situation satisfactory. At the same time, they hope to improve it in the future through their careers. Some female AS members do not experience unmet economic (material) needs because their families are sufficiently supported by their husbands.

The analysis of the correlation model of psychological deprivation in AS subgroup IV (20-26 years of teaching experience; age: 43-50 years old) indicates that psycho-economic deprivation did not fall into the core of psychological deprivation (Fig. 3.4).

In this subgroup, the psychological and mathematical analysis allows identifying the core of psychological deprivation, which includes psycho-spiritual, psycho-cultural, psycho-social, and psycho-sexual deprivation, which are interconnected mainly at the 1% level of statistical significance. However, if we compare the AS of subgroup IV (20-26 years of teaching experience; age: 43-50 years old) with all previous age subgroups (except for subgroup I (1-5 years of teaching experience; age: 23-28 years old), the experience of psycho-economic deprivation is relevant in this subgroup (strength of relation – 0.38;  $p \leq 0.05$ ).



*Fig. 3.4. Correlation pleiad of psychological deprivation in AS subgroup IV  
(20-26 years of teaching experience; age: 43-50 years old)*

*(double line “=” indicates positive correlation relations at  $\alpha \leq 0.01$ ,  
single line “—” at  $\alpha \leq 0.05$ ;*

*dashed single line “- - - -” indicates the inverse correlation relations at  $\alpha \leq 0.05$ )*

Obviously, at the age of 43-50, AS members have increased material expenses with a slight increase in income (primarily salary). They probably provide financial support to children and young families, want to improve their living conditions, buy a country house and a good car, pay more attention to restoring and maintaining their health, quality recreation, travel, etc.

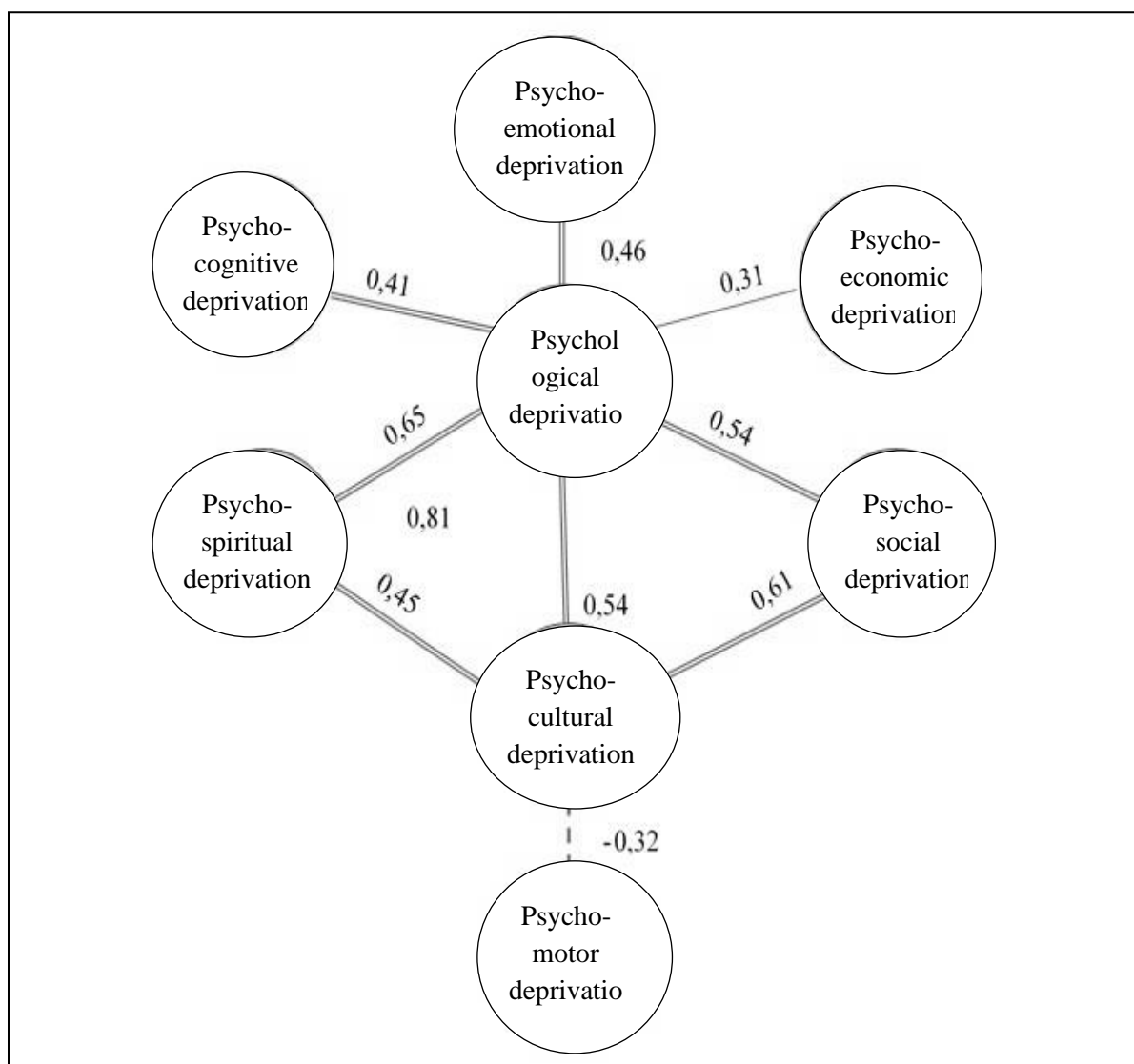
We find the following psychological and mathematical “observation” quite interesting: if a person feels oppressed in the psycho-economic sphere, he/she does not suffer from psycho-cognitive deprivation (strength of relation – -0.35;  $p \leq 0.05$ ). At the

same time, psycho-economic deprivation functions as an autonomous psy-program of the behavior of this subgroup AS.

The analysis of the correlation model of psychological deprivation in AS subgroup V (27-33 years of teaching experience; age: 51-57 years old) makes it possible to identify its leading features, core, and understand the role, place, and significance of each type of deprivation in its manifestation. In this subgroup, psycho-economic deprivation is not a part of the core of psychological deprivation, and its impact on it is virtually absent, as evidenced by the lack of statistical correlation relation between them. Probably, the AS members of this subgroup have accepted their economic (material) situation and learned to use the available material resources appropriately. But their children cope on their own. Diseases do not trouble them much yet.

The analysis of the correlation model of psychological deprivation (Fig. 3.5) in AS subgroup VI (34-40 years of teaching experience; age: 58-65 years old) allows claiming that psycho-economic deprivation is also not a part of the core of psychological deprivation (this core is composed of psycho-spiritual deprivation, psycho-cultural deprivation and psycho-social deprivation ( $p \leq 0.01$ ), which are interconnected at the level of 1% of statistical significance). However, psycho-economic deprivation has a significant impact on psychological deprivation (strength of relation – 0.31;  $p \leq 0.05$ ).

The additional material costs incurred by the AS members of this subgroup are mainly spent on medicines since they already have diseases. They usually no longer work more than one full-time job, refuse to work in other HEIs, establishments and organizations, etc. At the same time, their salaries usually have not increased compared to the previous subgroup, except to cover inflation. And not all of them hold high positions.

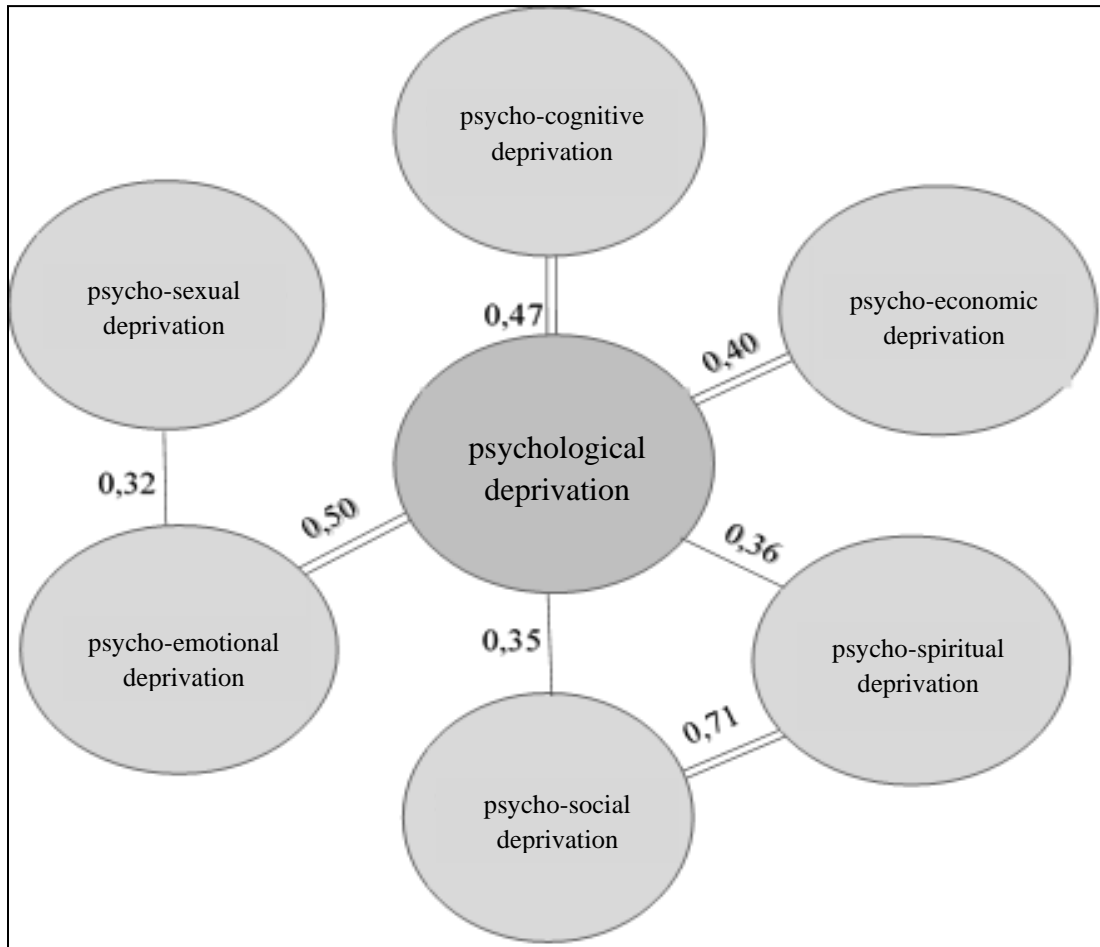


*Fig. 3.5. Correlation pleiad of psychological deprivation in AS subgroup VI (34-40 years of teaching experience; age: 58-65 years old) (double line “=” indicates positive correlation relations at  $a \leq 0.01$ , single line “—” at  $a \leq 0.05$ ; dashed single line “- - -” indicates the negative correlation relations at  $\alpha < 0.05$ )*

In general, the results of the manifestation of psycho-economic deprivation in AS of subgroups I, II, III, IV, V, and VI demonstrate the age dynamics, which means that at the beginning of a career, the psycho-economic factor is important and oppression is felt in this area, then the tension disappears, and approximately from the age of 58-65, the material factor becomes important again.

This also applies to the AS of subgroup VII (more than 40 years of teaching experience; age: more than 65 years old). The analysis of the correlation model of

psychological deprivation in this subgroup allowed the identification of the core of this phenomenon and depicting this process graphically (Fig. 3.6).



*Fig. 3.6. Correlation pleiad of psychological deprivation  
in AS subgroup VII*

*(more than 40 years of teaching experience; age: more than 65 years old)*

*(double line “=” indicates positive correlation relations at  $a \leq 0.01$ ,*

*single line “—” at  $a \leq 0.05$ )*

Psycho-economic deprivation, along with psycho-cognitive and psycho-emotional deprivation, is a part of the core of psychological deprivation in this subgroup. Concerning psycho-economic deprivation, this indicator formed a relation at a high level of statistical significance with the indicator “psychological deprivation”, the strength of this relation is 0.40,  $p \leq 0.01$ .

It has been found that the AS members of this subgroup are concerned about their economic situation and cannot satisfy all their material needs. This means that under the influence of psycho-economic deprivation, there are changes in the parameters of the psychological characteristics of AS member. This is manifested in a change in the criteria, indicators, and signs of abilities, character, sensitivity, vulnerability, emotionality, rigidity, reactivity, attentiveness, memory, etc., and a change in the parameters of psychological formations – criteria, indicators, and signs of knowledge, skills, abilities, psychological and pedagogical erudition, qualities, stereotypes, values, motives, consciousness, self-awareness, pedagogical orientation, teaching style, behavioral style, etc.

Obviously, the representatives of the AS of subgroup VII (more than 40 years of teaching experience; age: more than 65 years old) have a decreasing human capital, by which most researchers understand the intellectual and experience resources of an individual (the available level of knowledge, skills, competencies, motivation, abilities, etc.).

We believe that the concept of “human capital” should be understood as a broader phenomenon. It must include psychological capital (by spheres of the psyche – intellectual, emotional, value and motivational, volitional, activity and performance), physical health, and experience (professional, life, family, economic, political, religious, psychological, social and psychological, etc.).

The existence of psycho-economic deprivation in the oldest subgroup of AS is also a consequence of the fact that they have experienced several serious stresses related to, first, the collapse of the Soviet Union and the transition to a market economy; second, the loss of money savings in the USSR savings banks; third, the unprecedented inflation of the 1990s; fourth, the collapse of the economy and other social and economic shocks; fifth, the sharp stratification of society into those very rich and those very poor. In fact, there has been a real social, social and psychological, and economic disadaptation of a certain part of the teachers of Ukrainian HEIs. And the systematic social and economic crises and endless reforms in the country require a new social,

psychological, and economic adaptation to the new social and economic conditions. At the same time, for most people of this generation, such adaptation is forced.

Actually, the AS of subgroup VII (more than 40 years of teaching experience; age: more than 65 years old) had to undergo repeated social and economic socialization (re-socialization). The capitalization of the state contributed to the appearance of new ideals in society, among which material wealth is in the first place. At the same time, there was a significant change in social values, in the hierarchy of which the value of honest work and professionalism declined sharply.

At the same time, it was found that economic deprivation causes bad mood, anxiety, mental stress, fear, dissatisfaction, despair, and other feelings and emotions among AS members of this group. If economic needs are not met or are partially met for a long time, this leads to a state of acute anxiety. This leads to fears related to the experience by the AS members of real or imagined danger to health, life, etc. Mental stress increases, and negative psycho-energetic potential accumulates. In case of prolonged psycho-economic deprivation, they may become frustrated – the AS member identifies a real or imagined obstacle to meeting economic needs.



## SECTION 4

### INHIBITORY EFFECT OF PSYCHO-ECONOMIC DEPRIVATION ON THE QUALITY OF PROFESSIONAL ACTIVITY OF SCIENTIFIC AND PEDAGOGICAL WORKERS

In order to identify the inhibitory (*“inhibitor”* means a retarder, obstacle, inhibitory agent) influence of psycho-economic deprivation of academic staff (AS) on the quality of its professional activity, it is necessary first of all to determine and assess the level of development of the quality of professional activity in each person. I have previously completed my task of determining and assessing the level of development of the quality of AS professional activity, and the research procedure, analysis of the results, and their interpretation are disclosed and described in the Monograph “Psychological and pedagogical components of the quality of professional activity of scientific and pedagogical workers” [120]. In this research paper: 1) theoretical provisions of the quality of AS professional activity at the current stage of development of society are substantiated; 2) an empirical study on identifying and assessing the quality of AS professional activity of Ukrainian HEIs is conducted and its results are interpreted.

The empirical study of the quality of AS professional activity was conducted on the same sample as psycho-economic deprivation.

The monograph proves that “the quality of professional activity of a scientific and pedagogical worker is an integrative indicator of its effectiveness, which is reasonably directed by the content, educational functions and tasks of his/her controlled, motivated, emotionally positive psychological and pedagogical interaction with higher educational students, the full realization of his/her knowledge, skills, general and professional competencies, abilities, personal characteristics, and qualities” [120, p. 125].

At the same time, based on the essence and content of quality, its criteria, a psychological and pedagogical model of ensuring the quality of professional activity of a scientific and pedagogical worker has been developed, which “is a system of

psychological and pedagogical components (elements) with specified characteristics and properties, in a certain way coordinated in content, time and purpose, the functioning of which reproduces the process of ensuring and maintaining the development of professional knowledge, skills, abilities, general and professional competencies, his/her personal qualities and self-organization, professional abilities, professional orientation, and activity, motivation for effective professional activity and psychological and pedagogical professional reliability during interaction with higher educational students in order to develop their knowledge, skills, abilities, general and professional competencies and personal qualities” [120, p. 125-126].

This model includes a number of interconnected functional blocks, namely: “1) knowledge, competency, and personality, which ensures the maintenance of the necessary set of knowledge, skills, competencies, personal qualities, and abilities; 2) professional and motivational, which ensures the formation and maintenance of motivation to succeed in professional activities; 3) professional and managerial, which ensures effective management of the educational process of higher education students; 4) professional and orientation, which ensures its positive professional orientation; 5) professional and constructive, which ensures its psychological and pedagogical professional reliability, prevention of professional deformation” [120, p. 126].

Actually, the identified blocks cover the components that together in functional interaction with each other ensure the quality of professional activity of a scientific and pedagogical worker. These components are: in the knowledge, competency and personality block – 1) a set of knowledge, skills, competencies, necessary qualities and their effective implementation in the educational process; 2) communication skills; 3) organizational skills; in the professional and motivational block – 1) motivation to succeed; 2) lack of motivation to avoid failure; in the professional and managerial block – 1) authoritarian-individual style of management of the educational process of higher education students; 2) individual-democratic style of management; 3) lack of passive style of management of the educational process; in the professional and orientation block – 1) lack of self-orientation; 2) lack of focus on interaction; 3) focus on business; in the professional and constructive block – 1) professional and cognitive

reliability, which has an inverse proportional dependence on professional and cognitive burnout; 2) professional and volitional reliability, which has an inverse proportional dependence on professional and volitional burnout; 3) professional and emotional reliability, which has an inverse proportional dependence on professional and emotional burnout; 4) personalization, which has an inverse proportional dependence on depersonalization; 5) significance of personal achievements, which has an inverse proportional dependence on the reduction of personal achievements” [120, p. 126-127].

In order to evaluate the impact of psycho-economic deprivation on the quality of professional activity of the AS members, we used multiple regression analysis (MRA) [44, p. 363-364; 73, p. 240-247], which is a tool for studying the influence of factors (independent variables) on the dependent variable (often called regression multivariate analysis). The general purpose of multiple regression (Pearson, 1908) is to analyze the relationship between several independent variables (regressors or predictors) and the dependent variable (response).

In our case, the independent variable is psycho-economic deprivation (which in this empirical study is considered in the context of the simultaneous influence of other independent variables on the quality of professional activity of a scientific and pedagogical worker – psycho-cognitive, psycho-emotional, psycho-motor, psycho-social, psycho-spiritual, psycho-cultural and psycho-sexual deprivation, that is, all types of psychological deprivation that actually determine the course of the latter). The dependent variables are all components of the quality of professional activity of a scientific and pedagogical worker: 1) a set of knowledge, skills, competencies, necessary qualities and their effective implementation in the educational process; 2) communication skills; 3) organizational skills; 4) motivation to succeed; 5) lack of motivation to avoid failure (which has an inverse proportional dependence on the motivation to avoid failure); 6); authoritarian-individual style of management of the educational process of higher education students; 7) individual-democratic style of management of the educational process of higher education students; 8) lack of passive style of management of the educational process of higher education students (which has an inverse proportional dependence on the passive management style); 9) lack of

self-orientation (which has an inverse proportional dependence on self-orientation); 10) lack of focus on interaction (which has an inverse proportional dependence on the focus on interaction), 11) focus on business; 12) professional and cognitive reliability (which has an inverse proportional dependence on professional and cognitive burnout); 13) professional and volitional reliability (which has an inverse proportional dependence on professional and volitional burnout); 14) professional and emotional reliability (which has an inverse proportional dependence on professional and emotional burnout); 15) personalization (which has an inverse proportional dependence on depersonalization); 16) significance of personal achievements (which has an inverse proportional dependence on reduction of personal achievements) [120].

Based on this, I calculated the multiple correlation coefficient  $R$  using the MRA, which, like Pearson's correlation, is a measure of the linear relation of one variable to a set of other variables, but unlike them, it takes only positive values from 0 to 1, i.e.  $0 < R < 1$ . Based on this multiple correlation coefficient  $R$ , in turn, I calculated the coefficient of multiple determination (denoted as  $R^2$ ), which is the part of the variance of the "dependent" variable that is caused by the influence of the "independent" variables. Mathematically,  $R^2$  is equal to the multiple correlation coefficient  $R$  squared. The coefficient of multiple determination  $R^2$  measures the proportion of the variation concerning the average value that is "explained" by the regression developed. The closer the coefficient of multiple determination  $R^2$  is to 1, the better the regression "explains" the dependence of the results.

In general,  $R^2$  determines the proportion of the variation in a "variable" that is explained by the variation in the "independent" variables. The coefficient of multiple determination  $R^2$ , converted to percentage  $(R^2 \times 100)\%$ , shows that exactly  $(R^2 \times 100)\%$  of the dispersion (variation) of the "dependent" variable is due to the influence of the "independent" variables, and  $(100 - (R^2 \times 100))\%$  of its dispersion is due to the influence of other factors. In general, this means that the "independent" variables affect the "dependent" variable by  $(R^2 \times 100)\%$  out of a hundred possible percent.

Next, using the MRA, we will determine the standardized regression coefficients  $\beta$  (beta coefficients), or  $\beta$ -coefficients, and on their basis the share of the inhibitory

contribution of each “independent” variable (in our case, psycho-economic deprivation as a type (factor) of psychological deprivation among its other factors (types)) to the “dependent” variable (in our case, a component of the quality of AS professional activity). The standardized regression coefficient  $\beta$  allows comparing the relative contribution of each independent variable (factors) to the prediction of the dependent variable, provided that all other independent variables are held constant at the average level (i.e., provided that the effect of multicollinearity (weak or moderate relation between the “independent” variables) is weak or moderate).

At the same time, partial coefficients based on standardized regression coefficients ( $\beta$ -coefficients) provide a measure of the density of the relation between each predictor of the “independent” variable and the “dependent” variable (response, i.e., outcome) in its pure form.

It is proved that in a multiple linear correlation in the presence of multicollinearity, *the coefficient of partial pairwise determination ( $d$ )* is the product of  $\beta_i$  and the correlation coefficient  $r_i$  of a given independent and dependent variable, which reflects the contribution of the independent variable to the variance of the dependent variable. *The coefficient of partial pairwise determination ( $d$ )* is determined by the formula

$$d_i = \beta_i * r_{yx_i}, \quad (4.1)$$

where  $d_i$  is the coefficient of partial pairwise determination of the dependent variable and  $i$  independent variable with each other;

$\beta_i$  is the standardized regression coefficient of *the  $i$*  factor (independent variable);

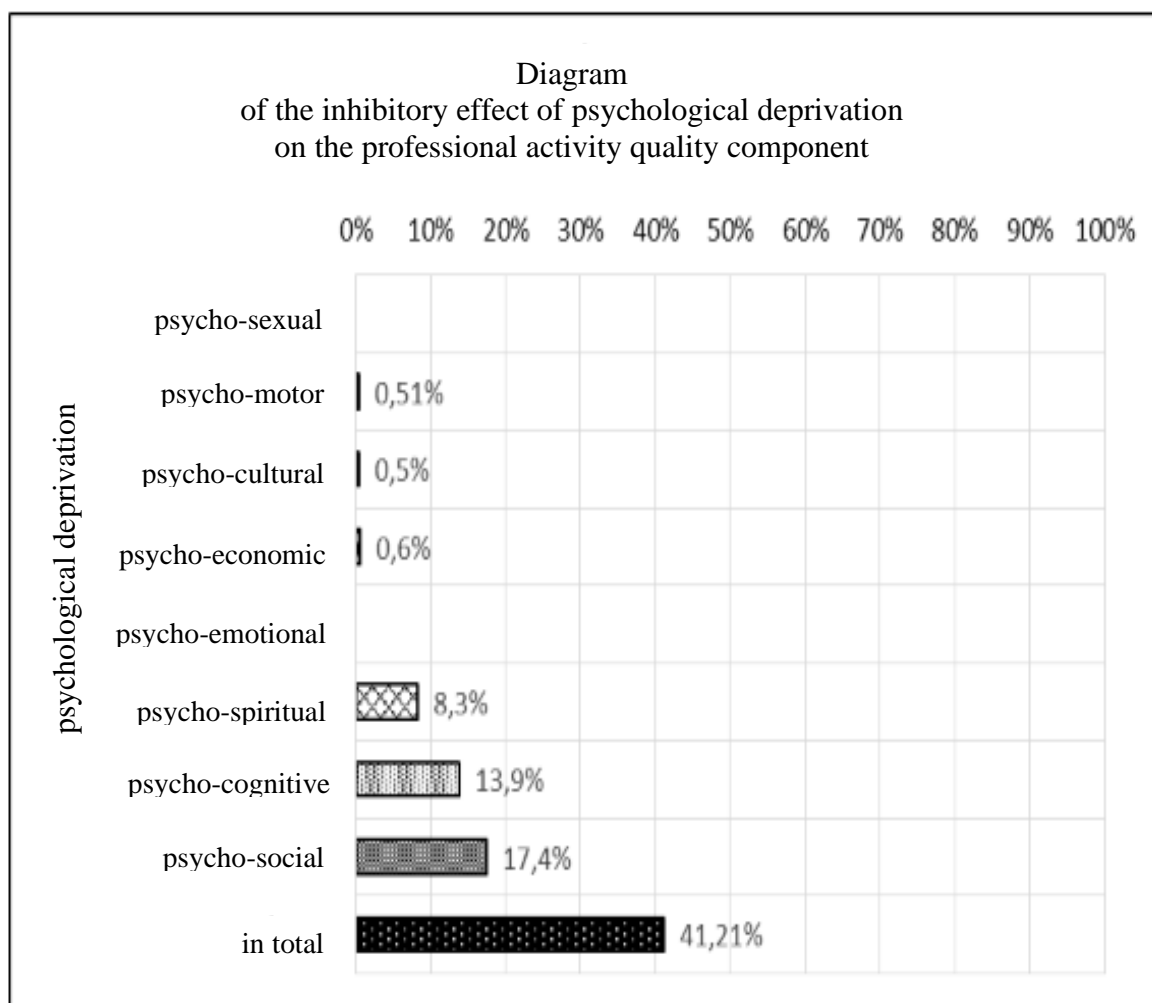
$r_{yx_i}$  is the correlation coefficient of  $y, x$  of this independent and dependent variable.

Using formula 4.1, we will determine the value of each factor (independent variable) in the variance of the dependent variable, i.e. the contribution of each type (factor) of psychological deprivation to the inhibition of a specific component (dependent variable) of the quality of AS professional activity.

Based on the above, we will analyze the inhibitory effect of psycho-economic deprivation (as a part of the entire psychological deprivation) on the quality of professional activity of AS members. To do this, we will determine the inhibitory effect of psychological deprivation in general and its individual factors (its specific types) on each component separately since the resultant quality of their professional activity depends on each of them.

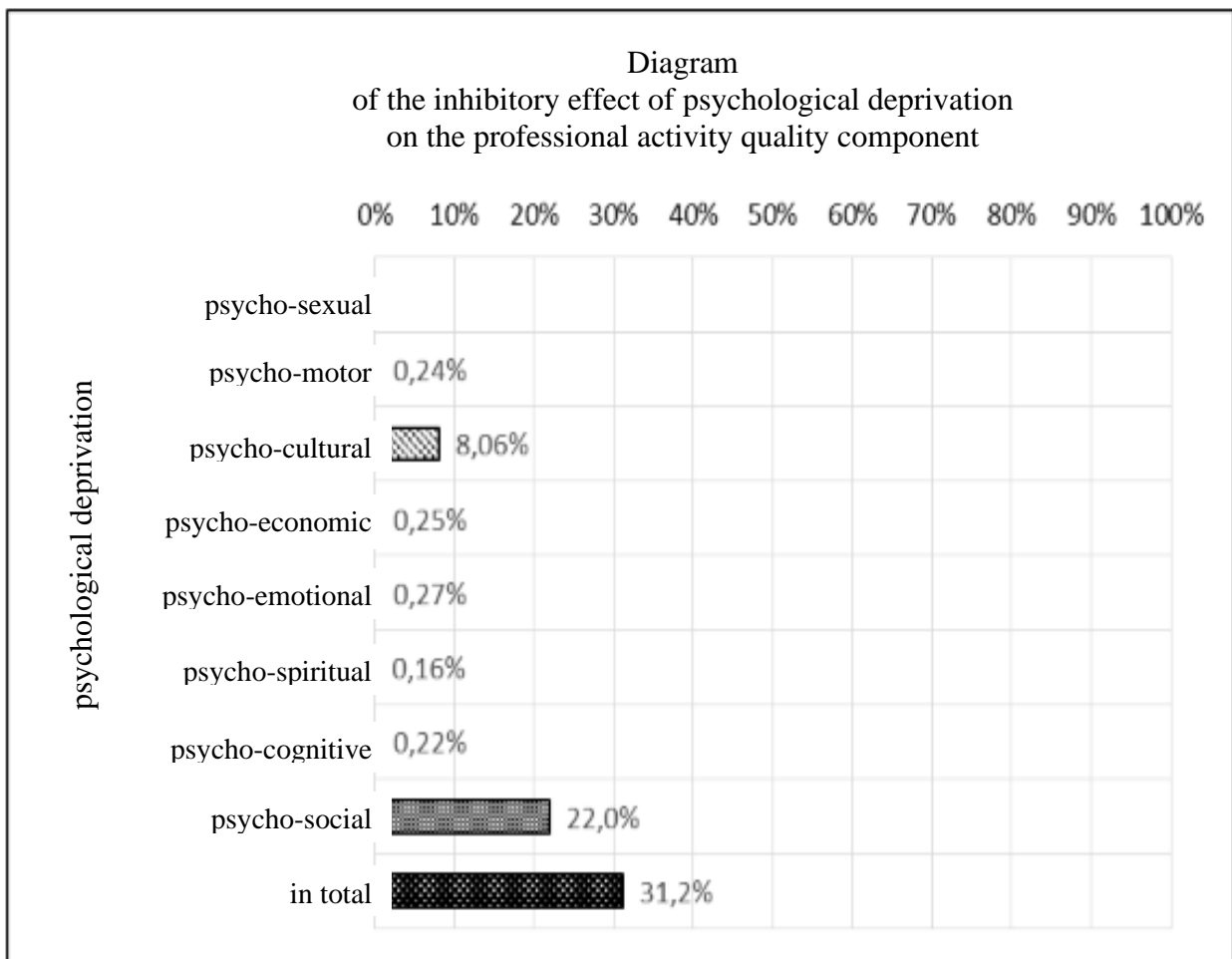
Thus, the component of the quality of AS professional activity – “The set of knowledge, skills, competencies, necessary qualities and their effective implementation in the educational process” – is associated with psycho-economic deprivation at the level of 5% of statistical significance. The results obtained using multiple regression analysis show that only 0.6% of the variance of the component “The set of knowledge, skills, competencies, necessary qualities and their effective implementation in the educational process” of the quality of AS professional activity is independently determined by psycho-economic deprivation (Fig. 4.1), and 40.61% – by other types of psychological deprivation.

Thus, psycho-economic deprivation affects the delay, inhibition, slowdown, and obstruction of the development of knowledge, skills, competencies, and personal qualities of the AS members by 0.6%, which means that its impact seems to be insignificant. However, it affects the personal qualities of the AS members, the formation of their competencies, and knowledge indirectly – through psycho-social and psycho-cognitive deprivation.



*Fig. 4.1. The value of the inhibitory effect of psychological deprivation and its types on the professional activity quality component of scientific and pedagogical workers, i.e. “The set of knowledge, skills, competencies, necessary qualities and their effective implementation in the educational process”*

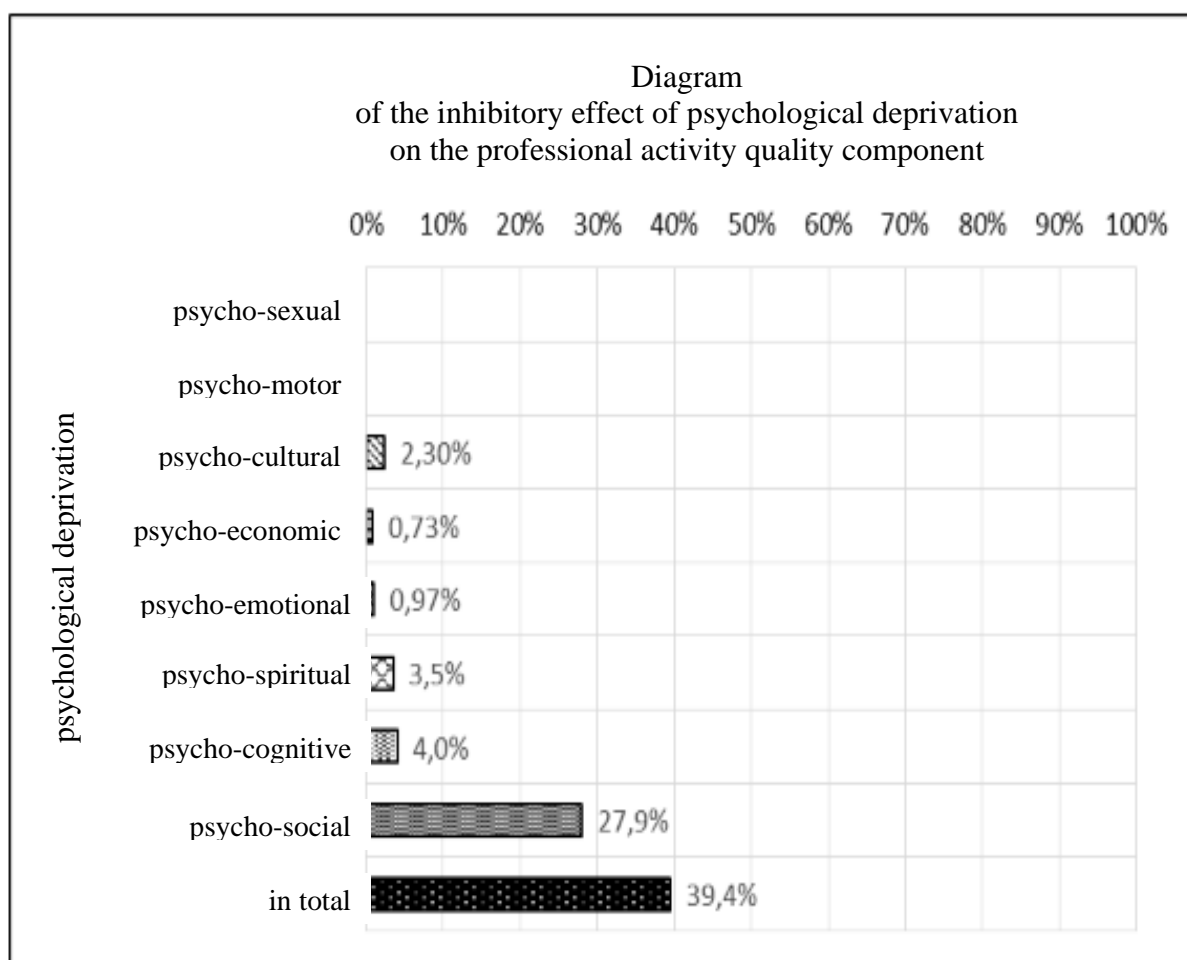
Communication skills, as a component of the quality of AS professional activity, are associated with psycho-economic deprivation at the level of 1% of statistical significance. Analyzing the results obtained using the MRA, it was found that only 0.25% of the variance of the component “communication skills” is due to psycho-economic deprivation (Fig. 4.2) with 31.2% of the value of the total inhibitory effect of psychological deprivation. In fact, the psycho-economic deprivation of AS members does not prevent the development of their communication skills.



*Fig. 4.2. The value of the inhibitory effect of psychological deprivation and its types on the professional activity quality component of scientific and pedagogical workers, i.e. “Communication skills”*

Next, we will consider the inhibitory effect of psycho-economic deprivation on organizational skills, which are a component of the quality of AS professional activity. Organizational skills are associated with psycho-economic deprivation at the level of 5% of statistical significance. Using the MRA, we obtained results indicating that the delay in the development of organizational skills by 0.73% is independently affected by psycho-economic deprivation (Fig. 4.3). Thus, we can assume that psycho-economic deprivation has a very small inhibitory effect on the development of AS organizational skills.

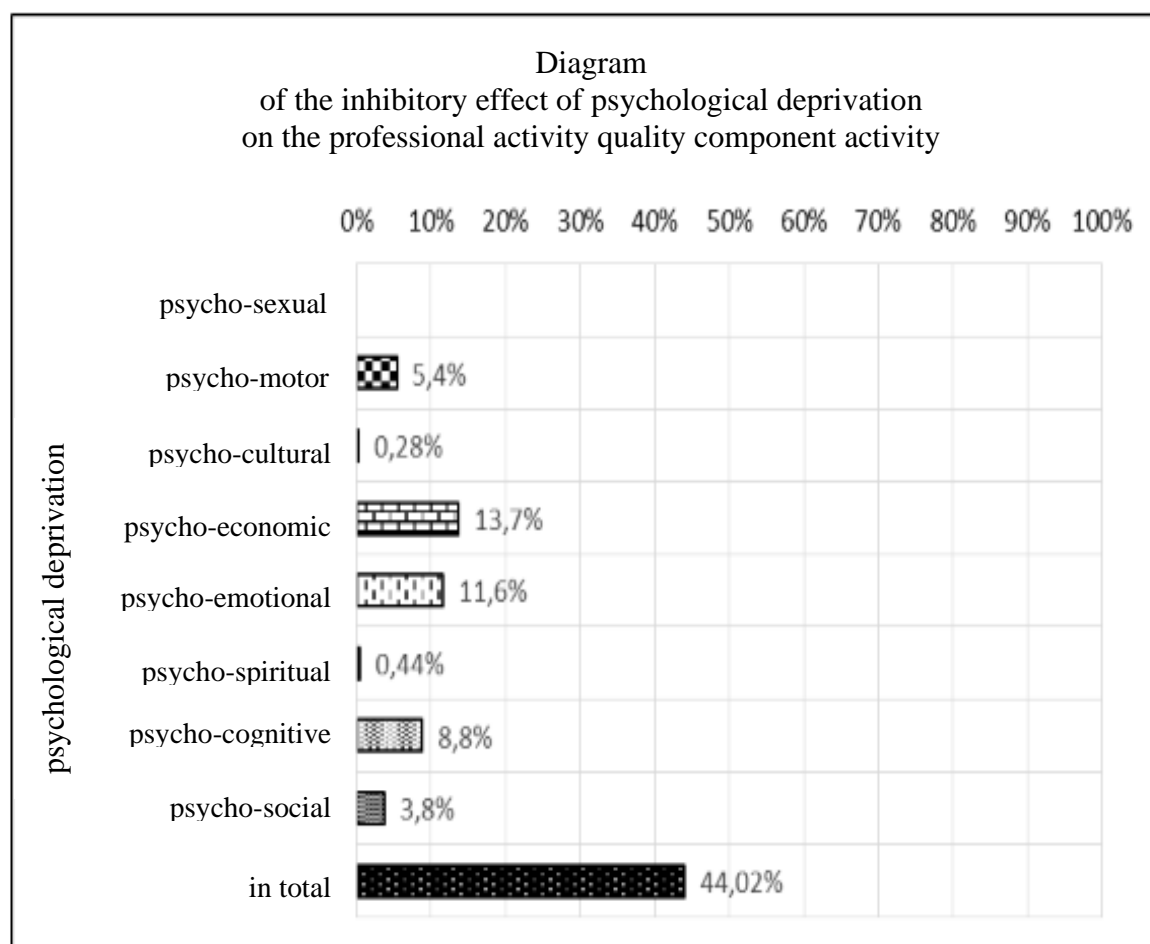




*Fig. 4.3. The value of the inhibitory effect of psychological deprivation and its types on the professional activity quality component of scientific and pedagogical workers, i.e. “Organizational skills”*

“Motivation to succeed”, as a component of the quality of AS professional activity, is associated with psycho-economic deprivation at the level of 5% of statistical significance. At the same time, its autonomous contribution to the inhibition of this component is ( $\beta=-0.363$  for  $p \leq 0.05$  and  $r=-0.378$ )  $d=0.137$ , i.e. 13.7%.

Thus, psycho-economic deprivation has the most powerful inhibitory effect on the component of the quality of professional activity – “Motivation to succeed” of all types of psychological deprivation, the value of which is 43.3% (Fig. 4.4). In other words, psycho-economic deprivation significantly prevents the development of motivation to succeed.



*Fig. 4.4. The value of the inhibitory effect of psychological deprivation and its types on the professional activity quality component of scientific and pedagogical workers, i.e. “Motivation to succeed”*

Why does psycho-economic deprivation have an inhibitory effect on the component of the quality of AS professional activity – “Motivation to succeed”? We are talking about achieving success in educational activities. Because the motivation to succeed ensures that the AS member is focused on the quality organization and implementation of the tasks of the educational process of higher education students, that is, on the introduction of new educational approaches, technologies, forms, and methods. At the same time, the motivation to succeed is related to the motivation for career growth, achievement of material benefits, rewards, etc. On the other hand, the lack of the AS member’s expressed desire to succeed, an attempt to avoid failures, i.e. mistakes, criticism, punishment, condemnation, dismissal, dissatisfaction, both by

higher education students and heads of HEIs, often leads to formalism in the organization of such creative process as the educational process.

What is the achievement of success in economic (material) terms for a modern AS member? Such achievement is to obtain the largest possible amount of money, i.e. we are talking about monetary motivation, which researchers of economic psychology understand as the influence of monetary incentives on the actions, deeds, and behavior of participants in social and economic processes and the relations that arise between them. The leading motivations that drive AS members to be active in obtaining money to meet their needs include:

- 1) a need to make mandatory payments for housing and utilities;
- 2) a need to purchase essential goods;
- 3) a desire to have their housing or to improve housing conditions;
- 4) a desire to have a personal car;
- 5) a desire to have technical means necessary for a person in the information society;
- 6) a desire to provide children with everything they need, to give them a good education;
- 7) a desire to travel and make trips, even rarely;
- 8) a desire to save and accumulate money for recreation and physical rehabilitation, as well as for a “rainy day”;
- 9) a desire to improve the level and quality of life by increasing consumption;
- 11) a desire to purchase relatively expensive and prestigious goods;
- 12) a desire to have money as a reliable means of survival, social security, and confidence in life;
- 13) a desire to prevail over other people in terms of money income savings, etc.

Thus, monetary motivation is an important incentive for the AS to be active. It also seems to have a positive impact on improving the quality of professional activity of the AS member, since, trying to increase the amount of payment for his/her work, the AS member seeks to take a higher position, improve his/her qualifications, obtain a scientific degree, academic title, grant, award, etc. For this purpose, the AS member

tries to demonstrate (and for this purpose is active, persistent, creative, and innovative) the quality of his/her professional activities in training higher education students.

However, the problem is that the AS member (at the primary place of work) often cannot get a salary in a HEI that would satisfy him/her. Therefore, one part of the AS members, without leaving their primary place of work, works in other HEIs, another part tries their hand at business, and the third part seeks additional income in organizations, institutions, establishments, enterprises, etc. that are not related to teaching at all. (Some teachers give up professional teaching completely, find other jobs, or start their businesses, and some of them have gone abroad to seek a better life).

Unmet material needs to change the AS economic behavior, which, according to V. Mialenko, is a system of “social actions related to the use of economic values (resources) of different functions and purposes, oriented towards profit” [72, p. 15].

Indeed, in such circumstances, the AS of HEIs are not concerned with the quality of professional activity, nor with the ways, methods, and means of improving it, but with finding ways to provide sufficient material support for themselves and their families, i.e. to meet economic (material) needs.

Obviously, the AS members do not have enough time to prepare for classes and perform other various educational tasks at their primary place of work.

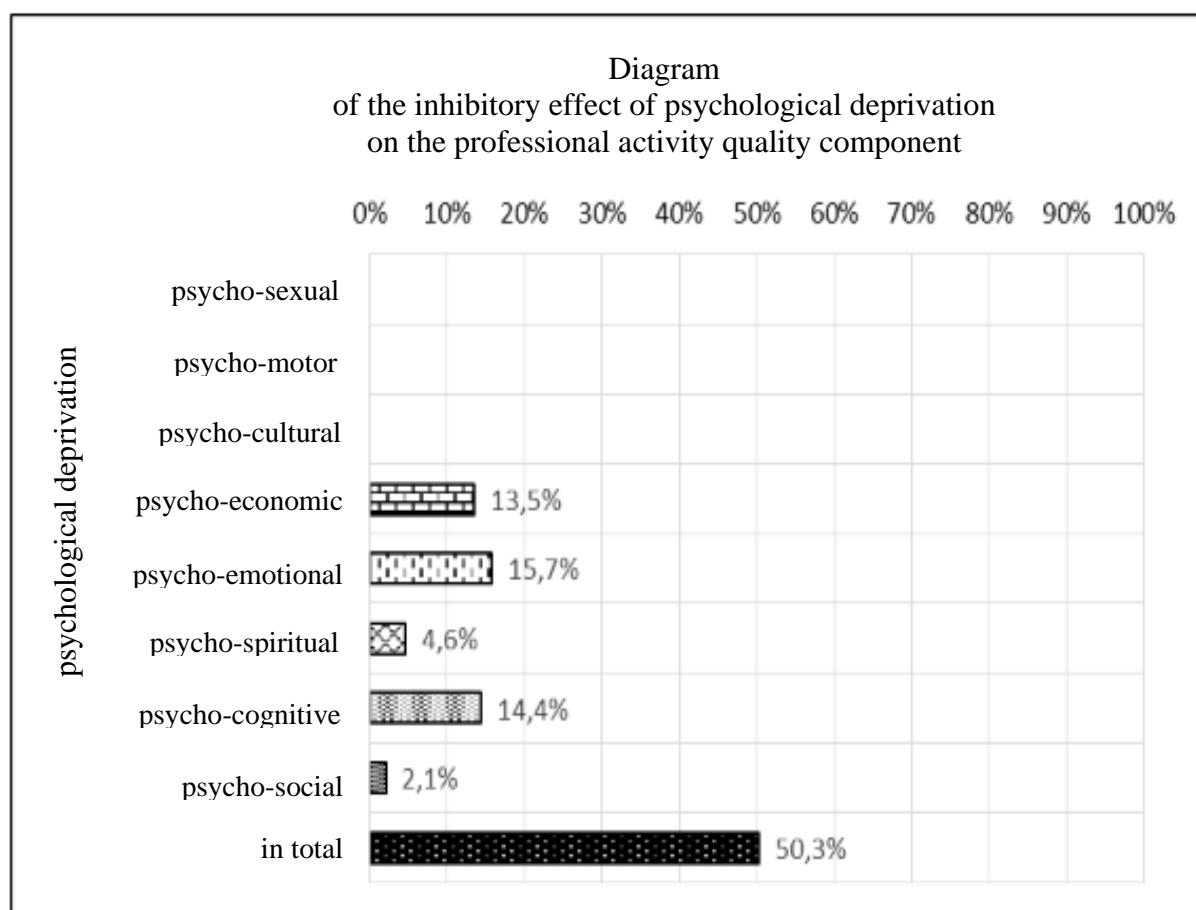
Since the new market-based social and economic relations are being formed in Ukraine, the AS members have unwittingly become participants in this process, which occurs in difficult conditions, in which the pursuit of material values takes a leading place with all negative consequences affecting their consciousness and self-awareness. As a result, some of them have changed their attitude to professional pedagogical activity, which has moved from the first to the lower places in the hierarchy of values. This also has a negative effect on the quality of the AS professional activity.

At the same time, the decrease in the motivation of the AS member to achieve success in his/her professional activities is simultaneously associated with another direction of the impact of psycho-economic deprivation on the quality of his/her professional activities – change in the content of behavior and the nature of relations with colleagues and students. This is due to the fact that if it is impossible to satisfy the

material needs through professional pedagogical activity, the balance of emotional and rational components built on previous values is affected in the AS members, and then due to the formation of new values, accompanied by appropriate emotions, as indicated by V. Moliako [67, p. 135-146].

In this context, it is important that the AS member does not have the motivation to avoid failure (which has an inverse proportional dependence on the motivation to avoid failure) as a component of the quality of his/her professional activity. The results of our study show that the component of the quality of professional activity “Lack of motivation to avoid failure” (which has an inverse proportional dependence on the motivation to avoid failure) is associated with psycho-economic deprivation at the level of 1% of statistical significance. We have established that its contribution to the variance of the component “Lack of motivation to avoid failure” of the quality of AS professional activity, psycho-economic deprivation is ( $\beta=-0.309$  for  $p\leq 0.01$ ;  $r=-0.437$ )  $d=0.135$ ) 13.5%.

Thus, psycho-economic deprivation has a rather powerful inhibitory effect on the development of the motivation to avoid failure among the AS members among all types (factors) of psychological deprivation, with a value of 50.3% (see Fig. 4.5). This means that instead of motivation to succeed in professional activities, the motivation to avoid failure is often formed in the AS (to please their managers, not to cause complaints by them and students for often poor quality of classes, lack of time for consultations, non-interference in the process of students’ learning, solving their problems, organizing independent work, etc.; unjustified granting of high grades to higher education students for current control, exams, etc. in order not to provoke complaints by them, reproaches such as “You taught us poorly!”, etc.)

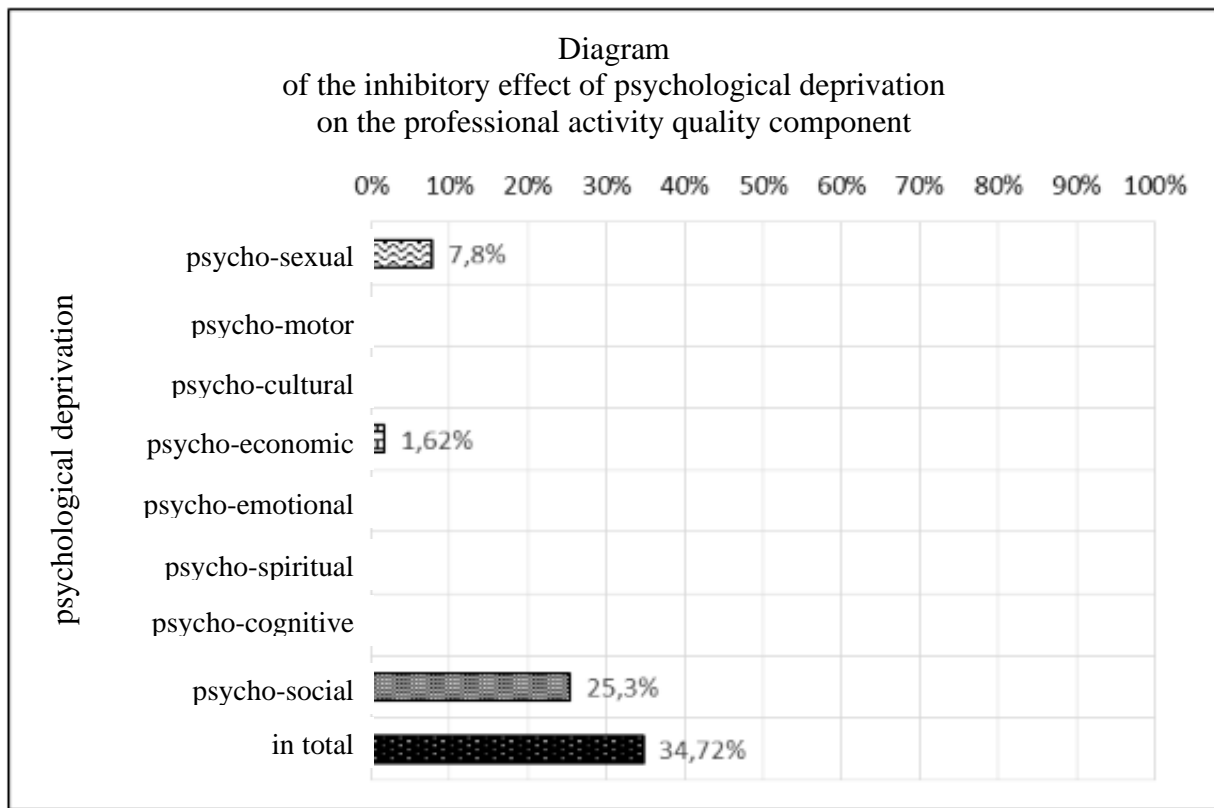


*Fig. 4.5. The value of the inhibitory effect of psychological deprivation and its types on the professional activity quality component of scientific and pedagogical workers, i.e. "Lack of motivation to avoid failure"*

Based on the results of the study, we can also conclude that psycho-economic deprivation causes the refusal of the AS members to choose motivation that is associated with risk, that is, they do not use some of the latest pedagogical and didactic technologies, methods, techniques that do not fit into the overall picture of the educational process at the level of a particular class, problem, discipline, future specialty of graduates, etc. and may not be liked by managers, or even denied by them. It takes time to prepare and implement them, and the economically deprived AS member does not have it.

The authoritarian-individual style of management of the educational process of higher education students, as a component of the quality of AS professional activity, is associated with psycho-economic deprivation at the level of 5% statistical significance.

Using the MRA, we obtained results indicating that the delay in the development of the authoritarian-individual style of management of the educational process of higher education students by 1.62% is independently influenced by psycho-economic deprivation (Fig. 4.6). As we can see, this influence is insignificant.



*Fig. 4.6. The value of the inhibitory effect of psychological deprivation and its types on the professional activity quality component of the scientific and pedagogical workers, i.e. “Authoritarian-individual style of the educational process management”*

Regarding the democratic-individual style of management of the educational process of higher education students, it, as a component of the quality of AS professional activity, does not form a statistically significant relation with psycho-economic deprivation. In general, psycho-economic deprivation does not prevent the development of a democratic-individual style of management of the educational process of higher education students.

Another style of management of the educational process of higher education students, which can be used by the AS, is the passive (liberal) style of management, the absence of which indicates the use of some other, primarily appropriate combination of authoritarian and democratic styles of management. The component “Lack of passive style of management of the educational process” is part of the variation that is positive, i.e., that denies the use of passive (liberal) management style by the AS. This component of the quality of professional activity of the AS is associated with psycho-economic deprivation at the level of 5% of statistical significance. Based on the calculated standardized regression coefficients  $\beta$ , we determined that the value of psycho-economic deprivation in the inhibition of this component is ( $\beta=-0.212$  for  $\rho\leq 0.05$ ;  $r=-0.342$ )  $d=0.073$ ) 7.3% (Fig. 4.7) among all types of psychological deprivation, with a total value of 34.1%.

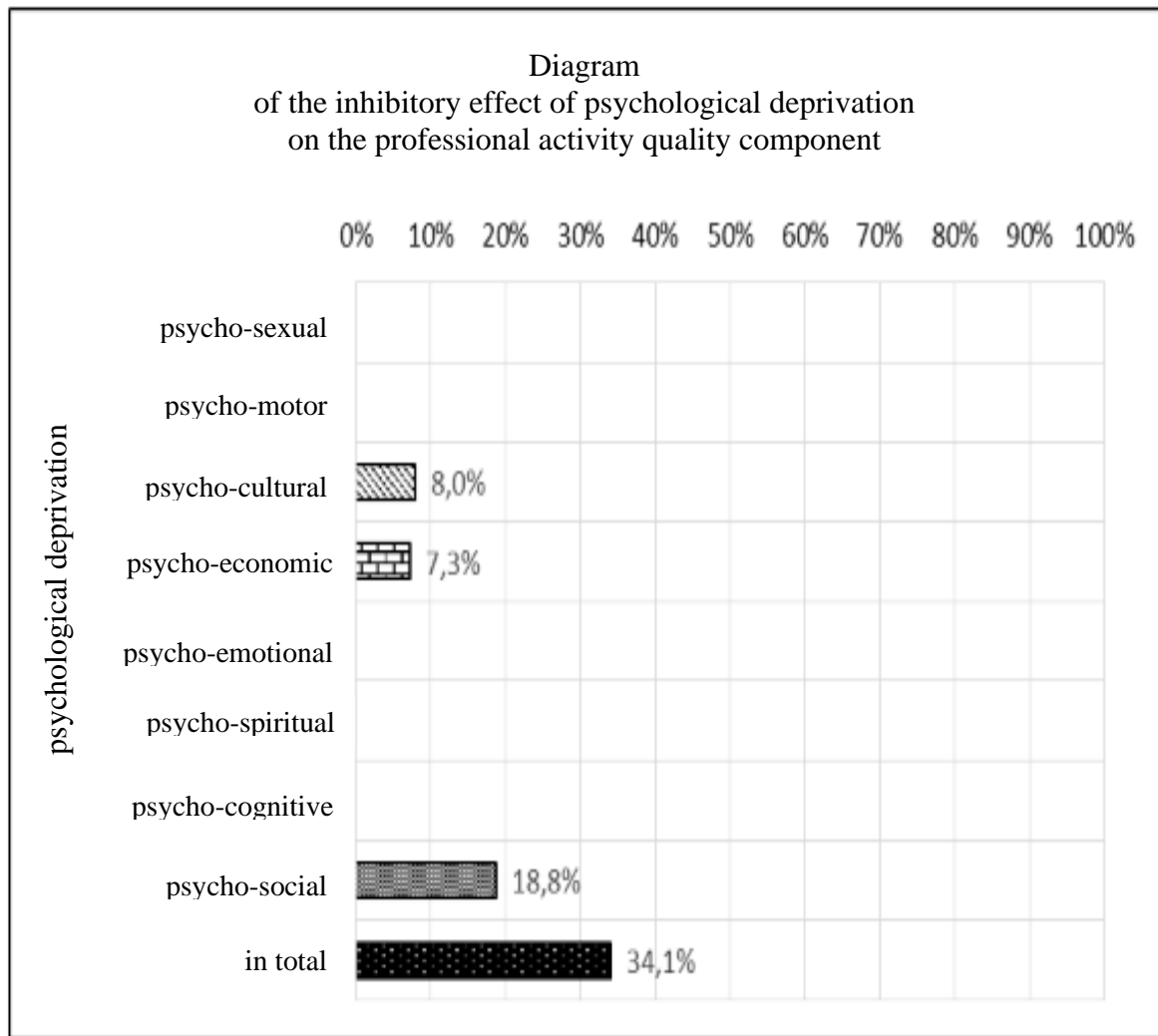
Therefore, psycho-economic deprivation has a certain impact on the formation of a passive style of management conducted by the AS in the educational process of higher education students. The higher the level of psycho-economic deprivation, the higher the level of development of the passive style of management conducted by the AS in the educational process of higher education students.

The development of a passive style of management conducted by the AS in the educational process of higher education students is affected by changes in motivation for professional activity, behavior, the nature of relations with students, and professional orientation.

Economically deprived AS members use, first of all, a liberal (passive) style of management of the educational process of students, which is characterized by the fact that he/she gives students almost complete freedom in choosing forms and methods of teaching, performing pedagogical tasks, avoids consultations, communication and interaction with them, or vice versa, says a lot to please them, not to cause complaints; shows indifference to students' problems, undemanding and uncontrolled attitude to their performance of educational tasks, sometimes gives not only undeservedly high grades, but also positive grades for low-quality “independent” work, on one hand, to please them, and on the other hand, to hide his/her non-interference in students’



learning due to being employed elsewhere.

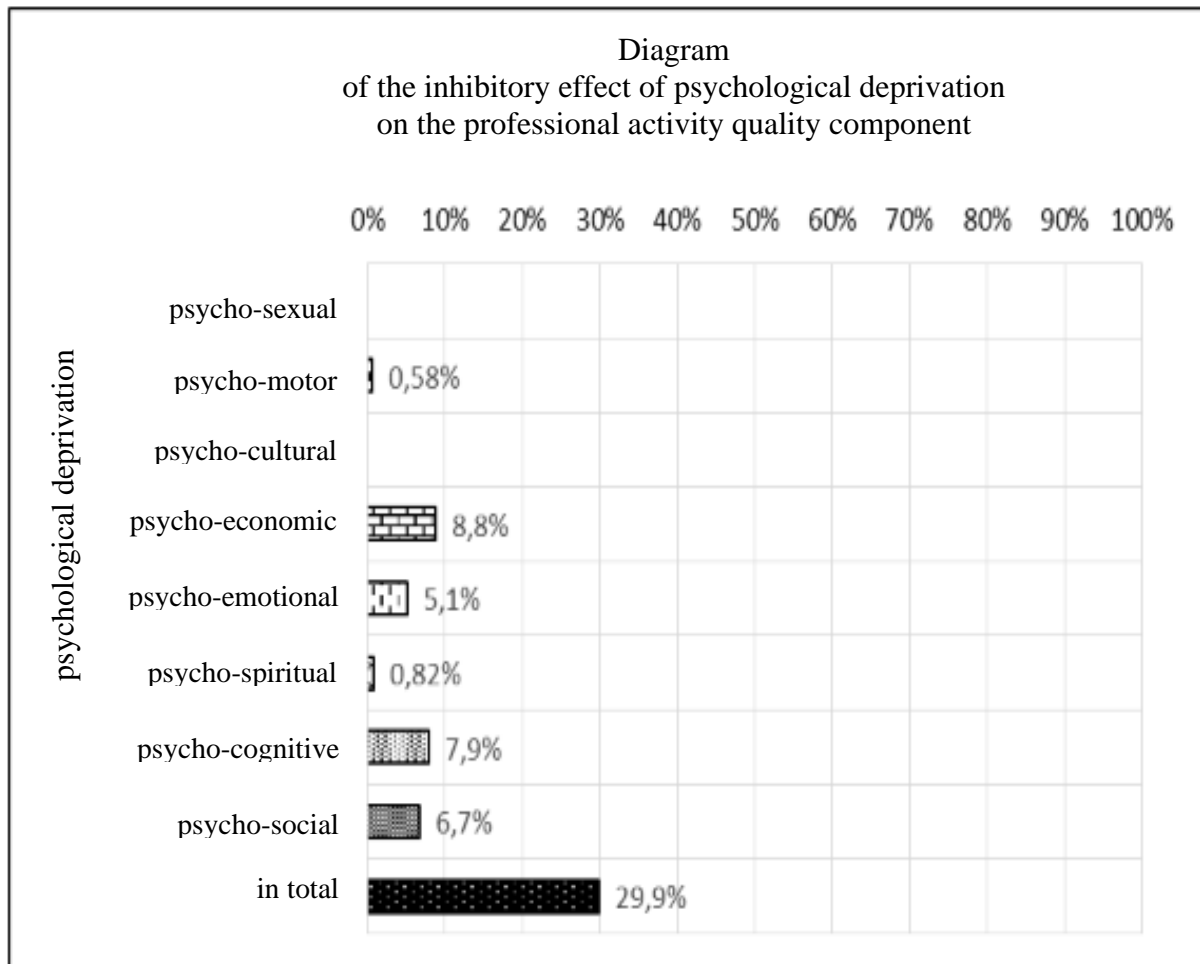


*Fig. 4.7. The value of the inhibitory effect of psychological deprivation and its types on the professional activity quality component of the scientific and pedagogical workers, i.e. “Lack of a passive style of educational process management”*

Now we will consider the components that form the professionally oriented block of the psychological and pedagogical model of ensuring the quality of AS professional activity, namely: “lack of self-orientation”, “lack of focus on orientation” and “self-orientation”.

“Lack of self-orientation” (which has an inverse proportional dependence on “self-orientation”), as a component of the quality of professional activity, is associated

with psycho-economic deprivation at the level of 1% of statistical significance. The value of the standardized regression coefficients  $\beta$  reveals that psycho-economic deprivation has an inhibitory effect on the component of the quality of professional activity – “Lack of self-orientation” – with a value of 8.8% (Fig. 4.8).



*Fig. 4.8. The value of the inhibitory effect of psychological deprivation and its types on the professional activity quality component of scientific and pedagogical workers, i.e. “Lack of self-orientation”*

In general, psycho-economic deprivation has the most powerful impact among all types (factors) of psychological deprivation. Thus, psycho-economic deprivation significantly contributes to the development of “self-orientation” in the AS members, i.e., to solving their problems and achieving their goals, which affects the quality of their professional activity.

“Self-orientation” characterizes a scientific and pedagogical worker who is primarily guided by the motives of his/her own well-being and personal benefit. Such AS member is focused on satisfying his/her own needs and interests. He/she actually does not care about the problems of the educational process of higher education students, its course, the real activity of students, their behavior, and their attitude to learning.

The focus on the interaction of the AS member is his/her desire to maintain good relations with higher education students, to please them, and even to gain their authority, but this is not a result of a desire to help them in the effective organization and implementation of the educational process, but rather to please them, to avoid criticism by them and by the managers for inaction.

Such AS member expects support from higher education students, does not show aggressive tendencies, is lenient in grading them, and sometimes makes concessions to students that reduce the effectiveness of their educational process, the quality of knowledge, skills, and abilities, and, in general, professional training.

“Lack of focus on interaction” (which has an inverse proportional dependence on “focus on interaction”) and “Focus on business” as components of the quality of professional activity do not form statistically significant relations with psycho-economic deprivation. This means that psycho-economic deprivation does not have an inhibitory effect on the development of “focus on interaction” or “focus on business” in AS.

Next, we will analyze the components of the quality of professional activity of the AS member, which reflect both his/her psychological and pedagogical professional reliability and the opposite – professional deformation. The level of professional psychological and pedagogical reliability of AS member reflects the inversely proportional level of his/her professional deformation, which means the loss of professional ability to solve pedagogical tasks with high quality due to the destruction or distortion of the previous system of personal qualities, properties, motivation, feelings and value orientations, as well as changes in negative behavior, relations with

students and colleagues, attitude to their professional duties, etc. that have a negative impact on the quality of professional activity.

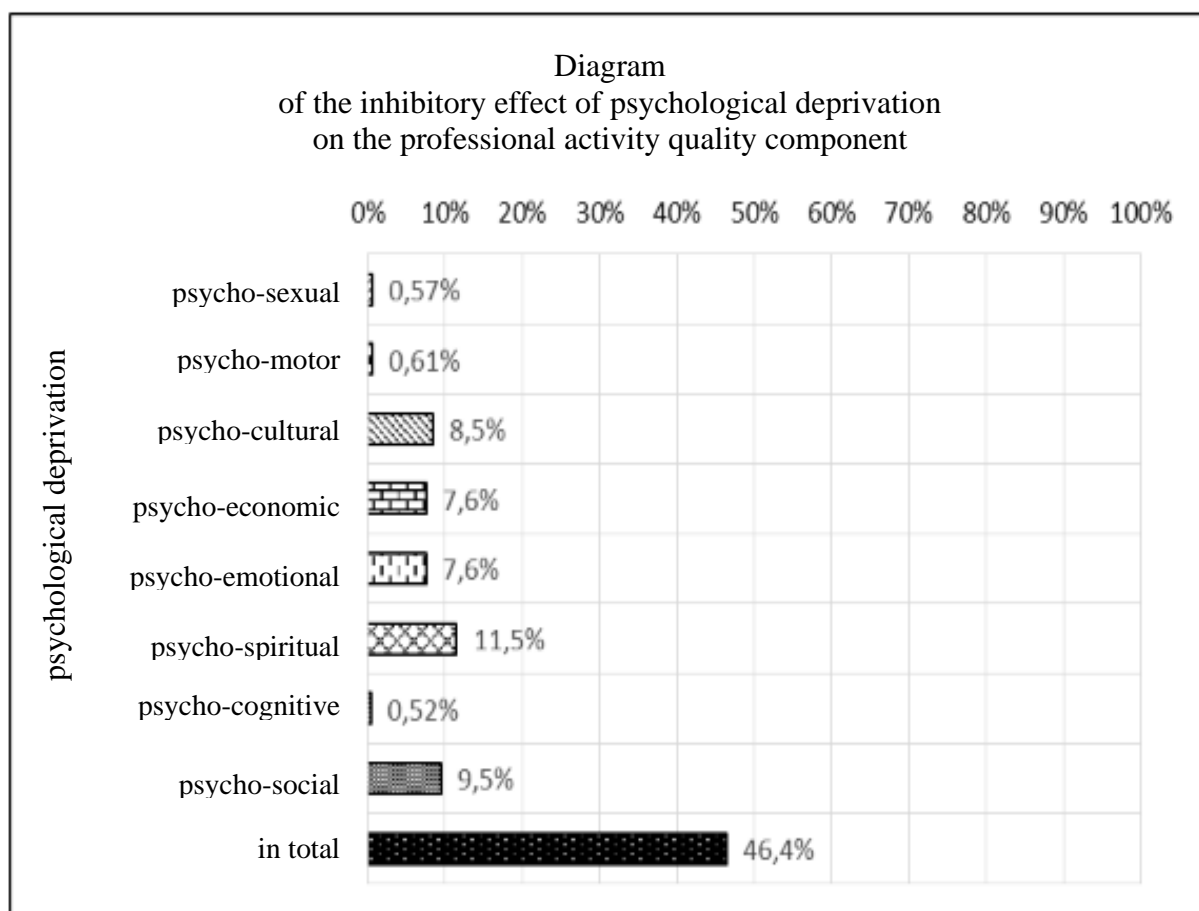
In general, the psychological and pedagogical professional reliability of the AS includes the following components: 1) professional and cognitive reliability; 2) professional and volitional reliability; 3) professional and emotional reliability; 4) personalization; 5) significance of personal achievements. Since the psychological and pedagogical professional reliability of the AS has an inverse proportional dependence on his/her psychological and pedagogical professional deformation, the latter is manifested through professional burnout, which accordingly reflects: 1) professional and cognitive burnout; 2) professional and volitional burnout; 3) professional and emotional burnout; 4) depersonalization; 5) reduction of personal achievements” [120, p. 63-66].

Using the MRA method, we have found that the components of the quality of AS professional activity “Professional and cognitive reliability”, “Professional and volitional reliability” and “Professional and emotional reliability” do not form statistically significant relations with psycho-economic deprivation. Actually, psycho-economic deprivation causes the variance of the component “Professional and cognitive reliability” by 0.35%, the component “Professional and volitional reliability” – 0.38%, and the component “Professional and emotional reliability” – 0%. Based on this, we can assume that psycho-economic deprivation does not have an inhibitory effect on the components of the quality of professional activity “Professional and cognitive reliability”, “Professional and volitional reliability” and “Professional and emotional reliability”, that is, it does not cause the development of professional and cognitive, professional and volitional, and professional and emotional burnout in the AS.

As for such a component of the quality of professional activity of the AS as “Personalization” (which has an inverse proportional dependence on depersonalization), it forms a correlation with psycho-economic deprivation at the level of 5% of statistical significance. Personalization (Latin: Persona) of the AS member is his/her need to manifest his/her personality, and awareness of his/her own

personality as socially significant, which results in his/her active educational activity aimed at transmitting his/her individuality to others [120, p. 63], and depersonalization of the AS member is manifested in deformation of his/her personal properties and qualities, relations, feelings, attitudes, “I – image”, motivation, components of consciousness and self-awareness, etc. [120, p. 65].

According to the MRA results, psycho-economic deprivation affects 7.6% out of 46.4% of the inhibitory effect of all types (factors) of psychological deprivation on the destruction of the personalization of the AS member, i.e., on the promotion of depersonalization (Fig. 4.9).



*Fig. 4.9. The value of the inhibitory effect of psychological deprivation and its types on the professional activity quality component of scientific and pedagogical workers, i.e. “Personalization”*

Such an important component of the quality of professional activity of the AS member as “Significance of personal achievements” (which has an inverse proportion

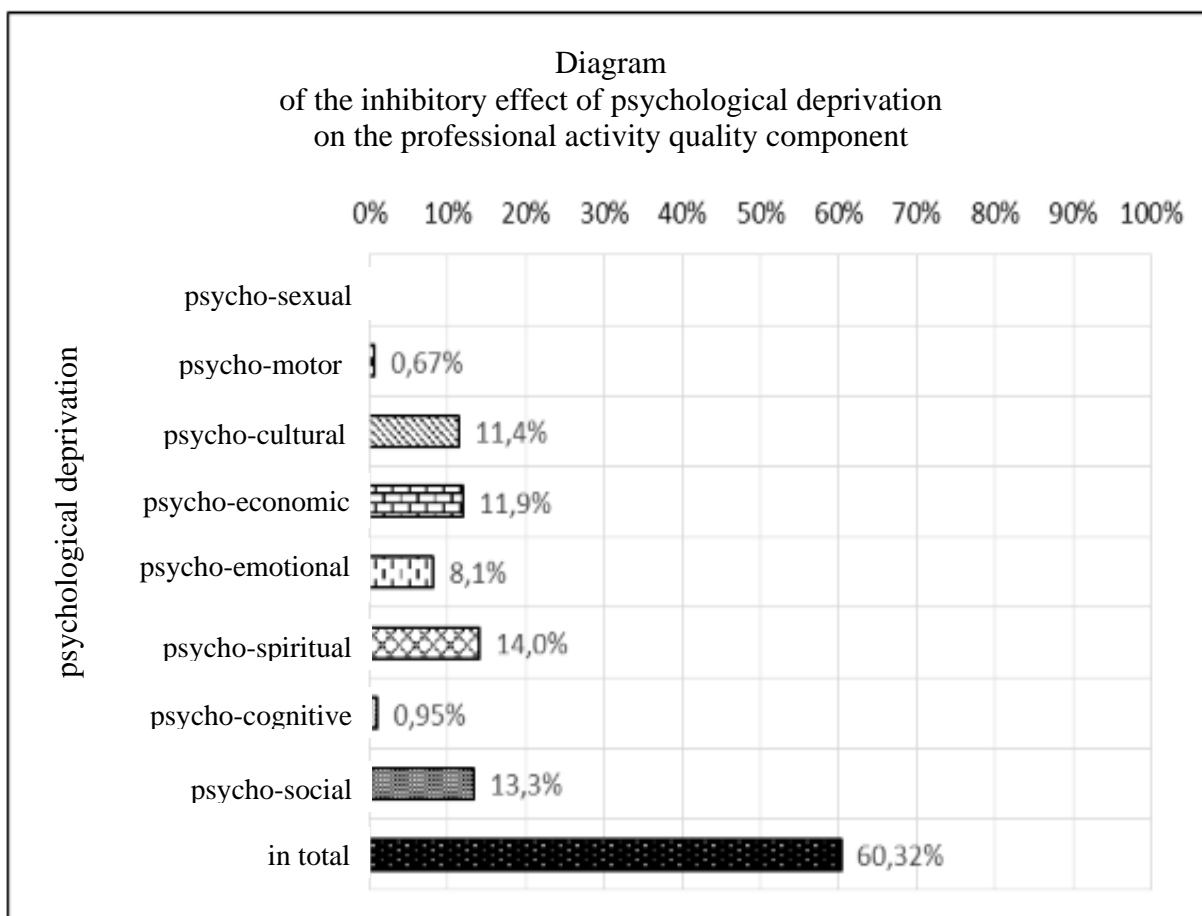
dependence on the reduction of personal achievements), forms a correlation with psycho-economic deprivation at the level of 5% of statistical significance.

Significance of personal achievements is the value attitude of the AS to the results of their professional activity, recognition of their importance and significance [120, p. 64], and the reduction of personal achievements is primarily manifested in the revision, reassessment, rethinking of their professional achievements and successes, life values, attitudes, the profession itself, the appropriateness of its choice, etc., which usually leads to a negative assessment of themselves, their professional activity, achievements and successes, etc. [120, p. 65].

According to the MRA results, it was found that psycho-economic deprivation affects the development of a reduction in personal achievements by 11.9% out of 60.32% of the inhibitory effect of all types (factors) of psychological deprivation (Fig. 4.10). This means that psycho-economic deprivation significantly contributes to the reduction of AS personal achievements.

According to Yu. Aleksandrovskiy, a person in conditions of psycho-economic deprivation is characterized by social stress disorders, which develop mainly based on the model of typical post-traumatic stress disorders and are massive manifestations of states of psycho-emotional tension and psychological disadaptation [3, p. 5-10]. As a result, the properties and qualities of the personality of the AS member are destroyed and transformed. Some researchers believe that a change in the properties and qualities of a personality under the influence of certain vital factors is a deformation of the personality. Researcher V. Orel includes the emergence of specific attitudes and perceptions, and the emergence of certain personality traits to the results of professional deformation [74, p. 69].

Occupational deformation of the AS often has rather complex dynamics of manifestation and affects different aspects of the individual's psyche. It affects the consciousness and self-awareness of the AS members: their needs, motives, ideals, feelings, will, self-esteem, self-respect, self-management, etc. are deformed.



*Fig. 4.10. The value of the inhibitory effect of psychological deprivation and its types on the professional activity quality component of scientific and pedagogical workers, i.e. “Significance of personal achievements”*

Scientist V. Semychenko states that in the course of professional activity, or rather on its basis, the so-called professional destructions arise in AS members – these are negative changes that lead to a violation of their mental and somatic health, as a result of which the dominance of the professional “Ego” in the sphere of activity of the personal “Ego” expands (professional in all spheres of life) [85].

As a result of the long-term impact of the psycho-economic deprivation of the AS member on his/her life and professional activities, – he/she develops such mental formations as depersonalization and reduction of personal achievements, which reduce the level of his/her professional reliability.

The depersonalization and reduction of personal achievements of the AS member also depends on his/her attitude to material goods (money). If, for example,

the AS member associates the need for money with his/her achievements, then in case of having such achievements but no money (material goods), this leads to both depersonalization and reduction of personal achievements, since the attitude to money from the psychological point of view has several components: 1) affective; 2) cognitive; 3) conative.

Thus, the affective component unites those phenomena of economic consciousness that are associated with an emotional attitude to the monetary system of society and is manifested through value judgments and money emotions. Money emotions are understood as experiences that arise unconsciously depending on successes or failures in money matters, money inflows and outflows, and money hopes and fears. They depend on both personal and family financial status and financial well-being.

However, the desire (and aspirations) to obtain material goods (money) determine the economic behavior of the AS, which, according to O. Deineka, is accompanied by certain emotions [34; 36]. According to the author, these include aversive emotions, which are closely related to the spheres of consumption and accumulation. Satisfying the need for accumulation gives a person a sense of material freedom and security from poverty. Another emotion is “money joy”, which is associated with the fact of receiving money.

Some scientists introduce the concept of “money happiness”, which is understood as a feeling of satisfaction, and enjoyment arising from monetary security, the availability of funds sufficient to meet vital needs, and the lack of money worries.

The emotional component of attitudes toward money also includes money fear, which reflects uncertainty about the financial future, and fear of insufficient or lack of cash income.

In our opinion, the lack of such emotions as “money joy”, and “money happiness”, and the presence of money fear leads to experiences that cause anxiety, social fear, and social frustration, which in turn increases the level of depersonalization.



Money is also a monetary value for the AS [63], so not receiving it for their achievements, successes, and sometimes tireless work leads to a reduction in their personal achievements.

The *conative* component of the attitude to money in the minds of the AS members is reflected as a set of regulatory money motives and other motivations. Money motives are understood as money accumulation, competition, egoism and altruism, and risk-taking, which determine economic orientation. According to O. Deineka, they help explain the monetary behavior of an individual [36]. If AS members are not able to save money for a long time, their attitude toward their professional activities changes, i.e. some of their properties, qualities, values, emotions, feelings, etc. are deformed.

Depersonalization and reduction of personal achievements are often accompanied by negative attitudes of the AS members towards certain life situations, towards the activities of others, and their own. Therefore, depersonalization and reduction of personal achievements cause unconstructive behavior of the AS members, reduce their motivational potential, and lead to disadaptation, fear, rigidity, stress, and anxiety, which is confirmed by several scientific studies, including [17; 22; 23; 51; 100, etc.]

Sometimes this leads to the partial or complete destruction of their established professional (and life) principles, the search for a new paradigm of life, since the usual ideas about needs, values, ideals, and goals are changing; the achieved is rethought, a demonstrative and hostile attitude towards the social environment is formed, symptoms of personal identification disorders and other social and psychogenic problems appear.

## CONCLUSIONS

We have analyzed and determined the state of research on the problem of psycho-economic deprivation in science. We have established that the concept of “psycho-economic deprivation” appeared on the basis of the concept of “economic deprivation”, which, in turn, reflected the essence of the concepts of “deprivation” and “psychological deprivation”. The concept “deprivation” originated in the XIX century, which means deprivation, loss of something due to insufficient satisfaction of an important need. At first, it was used by doctors to refer to the poor conditions for child development in closed institutions (hospitals, orphanages, shelters, etc.), which was called “hospitalism”, and then by psychiatrists and psychologists to refer to the situation of sudden separation of a child from his/her mother or another person, which had devastating consequences for the development of his/her personality (this phenomenon was called “maternal deprivation”).

In the XX century, along with the term “deprivation”, the term “psychological deprivation” was used as a synonym. Based on the analysis, we have identified seven approaches to their understanding and interpretation. Thus, representatives of the first – static and psychopermanent approach, consider deprivation and psychological deprivation as a mental state that arises as a result of prolonged unmet needs; representatives of the second – deficit-loss approach, emphasize that deprivation is the loss of someone or something or the lack of something; representatives of the third – impoverished-environmental approach, describe deprivation through the concept of “impoverished environment”, that is, an environment in which a person does not receive a sufficient amount of external stimuli; representatives of the fourth – deviant approach, consider deprivation and psychological deprivation as deviations from the norms established for a certain period of social development; representatives of the fifth – negative deterministic approach, indicate that psychological deprivation is a complex of adverse external influences for a person; representatives of the sixth – socio-isolation approach, explain deprivation (social deprivation) as the lack of social contacts that are usual and necessary for an individual as a social being; representatives

of the seventh – psycho-emotional approach, consider deprivation as an absence, lack of emotional ties (sufficient emotional experience, emotional saturation, exchange of emotions and feelings). In general, it has been established that by the beginning of the XXI century, researchers have identified and described in a certain way only sensory, emotional, cognitive, and social deprivation as types of psychological deprivation.

At the same time, in the XX century, a sociological theory of deprivation was introduced in science, according to which the deprivation of an individual and/or a social group is a subjective perception and painful experience of material inequality or the inability to meet one's basic needs. On the basis of this theory, in our opinion, researchers began to use the term "economic deprivation", which is generally understood as a long-term insufficient satisfaction of material needs by a person. However, this concept has not been disclosed as a mental phenomenon, i.e., its psychological essence and content have not been defined. In general, about economic deprivation, scientists have not answered the questions: first, how the person's prolonged unmet economic (material) needs are transformed into his/her psyche? Second, how and what is represented in it? Third, what changes does it cause? Fourth, how do these changes affect its (psyche) functional and procedural activity? Fifth, how does their influence change the activeness, behavior, and activity of the person?

In our opinion, these questions can be answered by studying a person's long-term unmet economic (material) needs in terms of their reflection in the psyche and their impact on his/her functional and operational activity, i.e. as a holistic mental phenomenon – psycho-economic deprivation.

We have identified and disclosed the theoretical and methodological bases for the study of psycho-economic deprivation of a person, which are the psycho-energetic and energy-psycho-functional approaches, as well as the functional and procedural concept of psychological deprivation of a person. The psycho-energetic approach indicates that the person's long-term unmet economic (material) needs are reflected in his/her psyche in the form of psy-energy, which encodes relevant information about their essence and objective/subjective significance. In general, the energy-psycho-functional approach outlines the principles and reveals the peculiarities of the operational and functional

activity of the human psyche, which is carried out through the mediation of psy-programs through the interaction of internal and external or internal-internal mental factors (psy-energy), resulting in the decoding of information about the content and type of economic (material) needs unmet by a person and its objective/subjective significance. The functional and procedural concept of psychological deprivation of a person covers an interconnected system of theoretical positions that allow revealing the essence and content of psycho-economic deprivation. These provisions indicate that: 1) a person's prolonged failure to satisfy certain significant needs, due to their real lack or complete absence in the external environment, is transformed into his/her psyche and generates a specific mental factor with its own energy potential, which, depending on the degree of importance of this need, causes mental stress of greater or lesser intensity; 2) a specific internal mental factor created, which reflects the mental tension formed as a result of unmet real or imagined needs, affects the change in the parameters of the human psyche (its various spheres), that is, the delay in their development, underdevelopment, distortion, destruction, deformation, etc.; 3) based on the changed mental parameters, there are corresponding, more or less powerful, destructive processes in the human psyche, that is, in one, several or all of its spheres; 4) destructive processes caused by the unmet needs that are important for a person are included in the processes of functioning of the cognitive, emotional, value and motivational, volitional, activity and performance (behavioral) spheres, and in the processes of operational and functional activity of the psyche in general; 5) the amount of energy power of destructive processes that have arisen as a result of the lack or absence of certain significant needs determines the corresponding degree of deviations in the psyche (in certain spheres); 6) depending on the type of unmet needs – cognitive, motor, emotional, sexual, social, economic, cultural and spiritual – psychological deprivation of a person is manifested as psycho-cognitive, psycho-motor, psycho-emotional, psycho-sexual, psycho-social, psycho-economic, psycho-cultural and psycho-spiritual. According to this concept, the psychological deprivation of a person is the course of more or less powerful destructive processes in the functioning of his/her psyche, which arose based on the destruction of mental parameters in its various

spheres as a result of prolonged unmet needs necessary for his/her normal life and development.

We have proved that psycho-economic deprivation, as a type of psychological deprivation, is the course of more or less powerful destructive processes in the functioning of the human psyche, which are caused by the undeveloped or unformed or destroyed certain mental parameters due to the person's unmet material needs and/or economic situation of the state for the desired or real normal life and development. Psycho-economic deprivation is the result of destructive changes in various spheres of the human psyche – cognitive, value and motivational, emotional, volitional, activity, and performance – caused by prolonged unmet economic (material) needs. According to the types of unmet needs, it is divided into the following subtypes: 1) basic psycho-economic deprivation, which reflects in the psyche the unmet basic needs (food, warmth, body hygiene, procreation, housing, security); 2) normative psycho-economic deprivation, which is a consequence of unmet needs for health care, education, environment, technical and transport facilities, etc.; 3) relative psycho-economic deprivation, which reflects the unmet desirable, dreamed-of material needs that a person has been trying to satisfy for a long time.

The causes of psycho-economic deprivation in a person are: 1) long-term unmet economic (material) needs for real normal life and development; 2) dissatisfaction with the economic situation of other people, region, and state; 3) long-term unmet needs for the desired economic (material) well-being. It can have low, below average, average, above average, and high levels of development (manifestation).

In order to conduct an empirical study, the “Methodology for Determining Psycho-Economic Deprivation and its Subtypes in Adults” was developed and standardized. Based on the empirical study, the availability and nature of psycho-economic deprivation in scientific and pedagogical workers and their subgroups, formed by pedagogical experience and age, were determined. It has been empirically established that psycho-economic deprivation in the AS of our sample is manifested at a high level of development in 52 (16.88%) persons, at an above average level – in 127

(41.24%) persons, at an average level – in 102 (33.12%) persons, at a below average level – in 26 (8.44%) persons, at a low level – in 1 (0.32%) person.

The AS experiences normative psycho-economic deprivation most noticeably, which is manifested at a high level in 33 (10.71%) persons, at an above-average level – in 117 (37.99%) persons, at an average level – in 39 (12.66%) persons, at a below average level – in 19 (6.17%) persons, at a low level – in 33 (10.71%) persons. The second most expressed is the basic psycho-economic deprivation, which is observed in the AS at a high level in 116 (37.66%) persons, at an above average level – in 101 (32.8%) persons, at an average level – in 58 (18.83%) persons, at a below average level – in 27 (8.76%) persons, at a low level – in 6 (1.95%) persons. The third most developed is relative psycho-economic deprivation, which occurs at a high level in 33 (10.71%) persons, at an above-average level – in 85 (27.6%) persons, at an average level – in 57 (18.51%) persons, at a below average level – in 100 (32.47%) persons, at a low level – in 33 (10.71%) persons.

Based on the calculation of the Kruskal-Wallis H-test criterion, the level of development of psycho-economic deprivation in AS subgroups formed by the amount of teaching experience and age has been determined. It has been established that psycho-economic deprivation is most typical for AS subgroup IV (20-26 years of teaching experience; age: 43-50 years old), which has the highest development of all subgroups with an average value for asymmetric distributions of 0.82. Second place is taken by AS subgroup III (13-19 years of teaching experience; age: 36-42 years old) with an average value for asymmetric distributions of 0.74; the third – subgroup II (6-12 years of teaching experience; age: 29-35 years old) with an average value for asymmetric distributions of 0.71; the fourth – subgroup V (27-33 years of teaching experience; age: 51-57 years old) with an average value for asymmetric distributions of 0.67; the fifth – subgroup I (1-5 years of teaching experience; age: 23-28 years old) with an average value for asymmetric distributions of 0.59; the sixth – subgroup VI (34-40 years of teaching experience; age: 58-65 years old) with an average value for asymmetric distributions of 0.54; the seventh – subgroup VII (more than 40 years of teaching experience; age: more than 65 years old) – with an average value for

asymmetric distributions of 0.51. At the same time, it was found that such subtypes of psycho-economic deprivation as basic, normative, and relative are typical for AS of different ages and with different lengths of teaching experience. Obviously, they depend on the real financial situation of each scientific and pedagogical worker.

Based on correlation analysis, the dependence of the development of psychological deprivation of AS on their psycho-economic deprivation is established. It was found that psycho-economic deprivation is not a part of the core of psychological deprivation of the entire sample of AS, but it has an inverse relation with psycho-cognitive deprivation (strength of relation –  $-0.33$ ;  $p \leq 0.01$ ). Obviously, AS members experiencing psycho-economic deprivation are more active in their intellectual development to get new – higher and better paid – positions, or to get money in other ways, and finally, to change (improve) their economic situation.

Based on the analysis of the created correlation models of the manifestation of psychological deprivation in AS subgroups formed by the amount of teaching experience and age, it was found that psycho-economic deprivation: 1) is included in the core of psychological deprivation of the subgroup I (1-5 years of teaching experience; age: 23-28 years old) with a strength of relation of  $0.46$  ( $p \leq 0.01$ ) and subgroup VII (more than 40 years of teaching experience; age: more than 65 years old) with a strength of relation of  $0.40$  ( $p \leq 0.01$ ); 2) is not included in the core of psychological deprivation, but significantly affects it – in subgroup IV (20-26 years of teaching experience; age: 43-50 years old) with a strength of relation of  $0.38$  ( $p \leq 0.05$ ) and subgroup VI (34-40 years of teaching experience; age: 58-65 years old) with a strength of relation of  $0.31$  ( $p \leq 0.05$ ); 3) is not included in the core of psychological deprivation and does not actually affect it – in subgroup II (6-12 years of teaching experience; age: 29-35 years old), subgroup III (13-19 years of teaching experience; age: 36-42 years old) and subgroup V (27-33 years of teaching experience; age: 51-57 years old).

In general, the results of the manifestation of psycho-economic deprivation in AS of all subgroups demonstrate the age dynamics, which means that at the beginning of a career, the psycho-economic factor is important and oppression is felt in this area,

then the tension disappears, and approximately at the age of 58, the material factor becomes important again.

The availability and degree of inhibitory effect of psycho-economic deprivation of AS on each component of the quality of their professional activity have been determined. It was found that the value of the inhibitory effect of psycho-economic deprivation of AS on the components that determine the quality of their professional activity in the total value of psychological deprivation is: 1) on the component “a set of knowledge, skills, competencies, necessary qualities and their effective implementation in the educational process” – 0.6%; 2) on the component “communication skills” – 0.25%; 3) on the component “organizational skills” – 0.73%; 4) on the component “motivation to succeed” – 13.7%; 5) on the component “lack of motivation to avoid failure” (which has an inverse proportional dependence on the motivation to avoid failure) – 13.5%; 6) on the component “authoritarian-individual style of management of the educational process of higher education students” – 1.62%; 7) on the component “individual-democratic style of management of the educational process of higher education students” – 0%; 8) on the component “lack of passive style of management of the educational process of higher education students” (which has an inverse proportional dependence on the passive management style) – 7.34%; 9) on the component “lack of self-orientation” (which has an inverse proportional dependence on self-orientation) – 8.8%; 10) on the component “lack of focus on interaction” (which has an inverse proportional dependence on the focus on interaction) – 0%; 11) on the component “focus on business” – 0%; 12) on the component “professional and cognitive reliability” (which has an inverse proportional dependence on professional and cognitive burnout) – 0.35%; 13) on the component “professional and volitional reliability” (which has an inverse proportional dependence on professional and volitional burnout) – 0.38%; 14) on the component “professional and emotional reliability” (which has an inverse proportional dependence on professional and emotional burnout) – 0%; 15) on the component “personalization” (which has an inverse proportional dependence on depersonalization) – 7.6%; 16) on the component



“significance of personal achievements” (which has an inverse proportional dependence on reduction of personal achievements) – 11.9%.

In general, the AS psycho-economic deprivation causes the occurrence and development of socio-economic disadaptation, nervous and mental stress, pessimism, rigidity, indifference, frustration, deformation of personal traits and qualities, revision and reassessment of their views, professional achievements and the profession as a whole, uncertainty about the future, social and monetary fear, intrapersonal conflicts, professional burnout, etc.

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