

A Study of Self-Actualization among Primary School Teachers

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ABSTRACT

The purpose of the study is to find out the difference in self-actualization of primary school teachers working in govt. primary school. It is a descriptive study and Survey method is used. The study is conducted on a sample of 100 primary school teachers in Gurugram district of Haryana. For collection of data the investigator has used Self-Actualization scale standardized by Dr. Hardeo Ojha and for analysis and interpretation of data, t-test is used. The finding of the showed that there is no significant difference in self-actualization among primary school male and female teachers working in rural and urban schools.

Keywords: Self-actualization, Primary School Teachers, Self-Actualized Person

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INTRODUCTION

Education is fundamental for achieving full human potential, developing an equitable society and promoting national development. Providing universal access to quality education is the key to India's continued ascent and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education opportunities integrated with effective skills is the best way to develop and maximize our country's rich talents and resources for the good of the individual, society, country, and world. Learning is a process that takes into account multi-dimensions of cognitive, emotional, social and physical learning as well. To ensure holistic learning of students, role of teachers is pivotal. The concept of Self-actualization became more prominent after Abraham Maslow introduced the hierarchy of needs theory. Self-actualization is but self-discovery, self-reflection, self-realization and self-exploration. It refers to the state where one has attended the perfection. Self-actualization is a process of differentiating good qualities from the bad in themselves. It is also exploring the best qualities in oneself that would be beneficial to help others. Self-actualization is defined as using of one's potentials, to become everything one is capable of. To actualize is to understand once own potential and make use of it for the betterment of others.

Self-Actualized Person

Acceptance and realism

Self-actualized people are those who accepts themselves as who they are and the reality perception of themselves, others and world around us. They look at the reality more accurately and objectively. They are pragmatist and realistic in nature. They believe in reality not assumptions.

Problem-centering

Self-actualized person are not only concerned with solving of problems of themselves but also of others. Such people get motivated by a sense of personal responsibility and ethics. They are problem-centered in nature, not self-centered or egotistical. They

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focus mainly on helping others through solving of their problems. Self-actualized person has a philosophy of life and probably a mission in life.

Spontaneity

Self-actualized people are spontaneous in their internal thoughts and outward behavior. While they can conform to rules and social expectations, they also tend to be open and unconventional.

Autonomy and solitude

Independence and privacy are the characteristic of self-actualized people. They enjoy being in the company of others, but at the same time they also need time to focus on developing their own individual potential. They need privacy and solitude more than others. Independent, self-sufficient, and autonomous are what they like. They have less desire for popularity.

Continued freshness of appreciation

Self-actualized person are optimist. They are likely to look at the world positively. They have a sense of appreciation, wonder and awe. They derive inspiration and pleasure from simple experiments. They have an ability to appreciate again and again simple and common-place experiences. They have goals and aims in living. They are capable of dealing with stress too.

Peak experiences

Self-actualized people are always cheerful, happy, stress less and always live in the so called intense joy, wonder, awe and ecstasy. Peak experience as described by Maslow, people feel inspired, strengthened, renewed or transformed after the experience.

Table 1: showing difference in self-actualization among primary school teachers working in rural schools

Variable	Gender and locale	N	M	SD	df	t-ratio
Self-actualization	Rural male teachers	35	85.57	6.683	68	1.779
	Rural female teachers	35	82.60	7.277		

Table 2: showing difference in self-actualization among primary school teachers working in urban schools

Variable	Gender and locale	N	M	SD	df	t-ratio
Self-actualization	Urban male teachers	15	84.13	6.323	28	.00
	Urban female teachers	15	84.13	8.228		

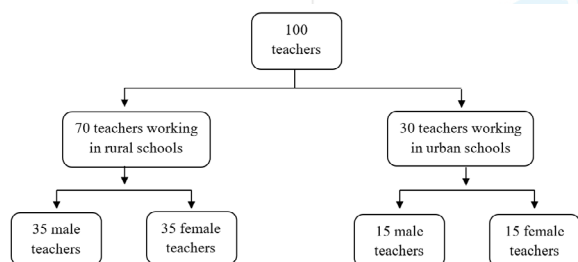


Figure 1: showing classification of primary school teachers as sample for the investigation

Objective of the Study

- To study the difference in self-actualization among primary school teachers with respect to gender and locale.

RESEARCH QUESTION

- Are there any differences in self-actualization among primary school male and female teachers working in rural and urban schools?

METHODOLOGY

It is a descriptive study and survey method is used. The investigator has used purposive sampling to take a sample of 100 primary school teachers from 10 government primary schools located in Gurugram district of Haryana. The classification of teachers as sample is presented in Figure 1 showing classification of primary school teachers as sample for the investigation:

RESEARCH TOOL USED FOR DATA COLLECTION

For collection of data the investigator has used Self-actualization scale developed by Dr. Hardeo Ojha

RESULT ANALYSIS

In order to find out the difference in self-actualization among primary school teachers working in rural schools, t-test was applied and the result is presented in Table 1.

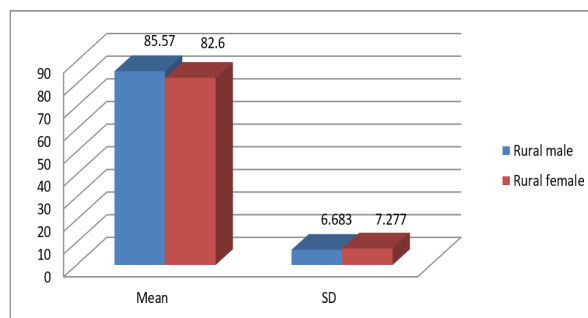


Figure 2: Showing difference in mean and SD scores of self-actualization of rural male and female teachers.

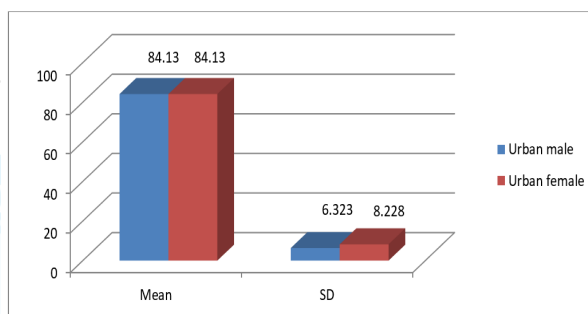


Figure 3: Showing the difference in mean and SD score of self-actualization of male and female teachers working in urban schools.

The Table 1 depicts that the obtained t-value of self-actualization between male and female teachers working in rural school is 1.779. Therefore, it can be interpreted that there is no significant difference in self-actualization among primary school teachers working in rural schools. The mean difference of the scores for both the groups is presented in Figure 2 showing difference in mean and SD scores of self-actualization of rural male and female teachers

In order to find out the difference in self-actualization among primary school teachers working in urban schools, t-test was applied and the result is presented in Table 2.

Table 2 depicts that the obtained t-value of self-actualization between male and female working in urban schools is .000. Therefore, it can be interpreted that there is no significant difference in self-actualization among primary school teachers working in urban schools. The mean difference of the scores for both the groups is presented in Figure 3 showing the difference in mean and SD score of self-actualization of male and female teachers working in urban schools

Findings

No significant difference exists in self-actualization among primary school male and female teachers working in rural and urban schools. The reasons may be teachers working in government schools, affiliated to State Board of Education, where all teachers abide by the prescribed rules and regulations in a similar manner with respect to their academic atmosphere.

CONCLUSION

There is a significant difference in self-actualization among primary school male and female teachers working in rural and urban schools of Gurugram district of Haryana.

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