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A study of self-actualization among high school adolescents belonging to district Kathua

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Abstract

Self-actualization has been studied among various occupational groups such as managers, supervisors, administrators, counselors, principles teachers and secondary school boys and girls. The objectives of the study were to find difference in self – actualization of boys and girls, boys and girls studying in 9th and 10th class, boys studying in 9th class and 10th class and girls studying in 9th and 10th class. The hypothesis of the study were there is a significant difference in self-actualization of high school boys and girls, boys studying in 9th and 10th class, girls studying in 9th and 10th class, boys and girls studying in 9th and 10th class and boys and girls studying in 9th and 10th class. The study was delimited to district Kathua only. Descriptive survey method was used for the present study. The sample of the study was 200 (100 girls and 100 boys) by stratified sampling technique. The data was collected with the help of the K.N. Sharma Self-Actualization scale. Critical Ratio statistical technique was used to analyse the data. The main findings of the study were Boys and girls studying in high school do not differ in self – actualization, Boys studying in 9th and 10th class do not differ in self-actualization, No difference seen in self-actualization of girls studying in 9th and 10th class, Girls and boys studying in 10th class do not show any difference in self-actualization and No difference is observed in self-actualization of girls and boys studying in 9th class. The study is helpful for the parents, teachers and policy framer.

Keywords: Self-actualization, high school adolescents, occupational groups

Introduction

Self-actualization is a term that has been used in various psychology theories, often in slightly different ways. The term was originally introduced by the theorist Kurt Goldstein for the motive to realize one's full potential. Expressing one's creativity, quest for spiritual enlightenment, pursuit of knowledge, and the desire to give to society are examples of self-actualization. The concept of self-actualization was brought most fully to prominence in Abraham Maslow's hierarchy of needs theory. Abraham Maslow (1943) built a hierarchal pyramid for human needs. At the base are basic needs like food and shelter. At the top is self-actualization. Self-Actualization refers to the desire for self-fulfillment, the desire to become more and more what one is i.e. to become everything that one is capable of becoming. It is a person's desire for self-improvement, or actual use of potentials, talents, and capacities. Maslow's pyramid of need hierarchy indicated physiological, security/safety, social/belongingness, esteem and self-actualization as needs placed respectively in order of their degree of highness and chronological origins. Maslow believed that without the fulfillment of a lower need a higher order need next to it could not be fulfilled. Although self-actualization indicates highest motivating individual, its explanation is not so simple, who are then self-actualization? Maslow has given characteristics to be found in self-actualization individuals.

Meaning of Self Actualization

The main goal of education is the development of all innate facilities in an individual leading to an all-round harmonious development of his personality, what powers are within an individual shall attain complete development of what he may become completely is the result of education. The highest aim of education is the attainment of fullness of life, which is possible through optimal exploitation of human creature potentials and capabilities. Pestalozzi to believe that education is the natural harmonious and progressive development of man's innate powers.

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The child is born with innate impulses and powers. These impulses and innate propensities of mind have to be directed to exploit, little or in other words, to optimize his creative talents and potentials.

Thus education helps an individual to become everything that he is capable of being education unfolds what is within an individual. It makes explicit the real purpose of the education is to achieve self-appointed goals through the optimal exploitation of capabilities and talents within an individual. The need fulfillment itself is a comprehensive process and gratification of need at lower level enhance or widens the scope for need at higher level Maslow 1954 has proposed a detailed arrangement of human needs arrange themselves in a hierarchy from most basic requirement to the need of self-actualization.

Maslow's Need Hierarchy

Maslow acknowledged a multiplicity of need system rather than postulating just one source of motivation. He declined five basic classes or categories of needs, which he defined as physiological safety, love, esteem and Self-Actualization needs. He delivered that this need hierarchy is vertical upward where physiological need is the lowest need and Self-Actualization as the highest in hierarchy. Maslow believes that reasonable fulfillment of lower needs is necessary for the achievement of stages of self-actualization. Self-actualization, the pinnacle of Maslow's hierarchy is considered to be a growth need, which continues to be Motivate behaviour after it is satisfied, self-actualization has been described as reaching one's full potential and it is self-perpetuating because it has no pre-determined end point. The growth or "being" needs feed themselves and partial satisfaction leads to continued efforts to self-actualize to an even greater extent. It has been described as the desire to become everything that one is capable of using fully and exploiting his talents, capabilities and potentialities. A person 'can do best a painter can actualize himself by painting, musician by creating an innovating 'rag' and a teacher by really teaching.

Maslow (1962) has defined self-actualization as the ability of a person to act in particularly efficient and intensively enjoyable manner and also a stage where a person is more integrated and less split.

Review of Related Literature

Baliya (1992) [4] in his study on Self-Actualization of Pre-Service teachers in relation to their sex, intelligence and socio-economic status found that intelligence affects the levels of Self-Actualization of pre-service teachers and is not influenced by their socio-economic status. It was also found that male and female pre-service teachers did not differ significantly on their levels of Self-Actualization.

Lewis, J. D. (1995) [8] in his study, the study of self-actualization and self-concept in intellectually gifted students identifies the self-actualization and self-concept of intellectually gifted students (boys and girls) of high schools and junior high schools (elementary). The study investigated the self-actualization and self-concept of 368 intellectually gifted students in grades 4 to 12. The study involved the Malawian Scale, and the Piers-Harris Children's Self-Concept Scale. The researcher determined that the mean for high school students was higher than for the elementary or junior -high students, and the mean for girls was higher than for boys.

Irena, P.S. (1999) [6] conducted a study on 140 Polish secondary students with high and medium abilities and high and low levels of self-actualization and found that gifted students had a significantly higher level of self-actualization, whereas gifted and self-actualizing students had a significantly higher level of the need for intellectual stimulation and a higher level of self-acceptance, which altogether make a good basis for their mental health and effective performance.

Nishant and Ranjana (2005) in their study, Does being handicapped affect self-actualization of blind school children? Attempted to explore possible relations among 22 male disabled or handicapped students and their level of self-actualization. The range of subjects was 15 to 21 years with rural background. The study showed that most of the subjects were able to score high on the sub scale of self-regard (Sr) and acceptance of self in spite of weakness (Sz) but were unable to reach the required level of self-actualization.

Guffey, L.F. (2009) [5] conducted a study which addressed the distinctions between students from non-rural and rural hometowns relative to their level of self-actualization. Students from five public state schools were surveyed. The study also investigated how a student's hometown played a role in his or her self-actualization. Findings on hometowns and students' levels of self-actualization revealed that there is no difference between students from rural and non-rural hometowns on self-actualization.

Okech and Chambers (2012) [10] assessed Gender differences in self-actualization among a sample of Black university students, Black female university students reported more self-actualization than Black males. However, greater relative self-actualization achievement to their same-raced male peers does not address relative achievement to other peers or abolish the need for challenges and concerns of Black women college students to be considered. They also found that black female university students reported more self-actualization than black males.

Iutzen et al., (2013) [7] results indicate the relevance of developmental issues in this matter and back up the hypothesis that there is a relationship between one's age and levels of self-actualization. However, results also showed a degree of overlap of self-actualization scores across age groups, suggesting further research may find other important factors, beyond age, which have a relationship with self-actualization.

Shakirova (2014) [12] the results of the study can be applied to only married men and women with children. The conclusion is made that intrapersonal gender role conflict in case of women is manifested most strongly when it is not possible to realize gender roles in traditional "female" sphere, in case of men - when it is not possible to actualize the role of professional. Key moment is that when women try to solve the contradictions they avoid talking to friends, the men, on the contrary, - try to find support, compensation for inability to realize one of the roles-professional, for example-through successful fulfillment of other roles (for example, husband).

Chandaliya, T.A. (2015) examined the effect of self-actualization among 320 college students who were selected randomly. The study revealed that there were significant differences between male and female college students. It was observed that the male college students show less self-actualization than female college students. The study also

revealed that place of living have no impact on self-actualization.

Mahendran, T.G. K. (2015) [9] conducted a study to find out the level of self-actualization of higher secondary students. Normative survey method has been used and by using simple random sampling technique 652 students were selected. Gathered data was analyzed by using the statistical techniques. The results showed that the level of self-actualization is average and there is significant difference in the self-actualization scores based on locality of school and parental income.

Need and Significance of the Study

Moreover in order to have some achievement on one's life one needs to have concept about one's potentialities which can be determined by findings out his/her preferences as well as what she/he does best. This is nothing but phenomena of self-actualization and to have the better self-actualization at any stage to achieve high, to solve ones problem in a positive manner help in becoming everything that one is capable of being and step head on the ladder of success. Self-actualization is the highest stage of Maslow's hierarchy of needs and the person who has achieved this highest level is capable of being using fully and exploiting his talents, capabilities and potentialities. He tries to do whatever he can and has a sort of self-development. This is universal phenomena which is there in every individual but in different degree and it varies from person to person depending upon the specific ends towards which they strive. Self-actualization has been studied among various occupational groups such as managers, supervisors, administrators, counselors, principles teachers and secondary school boys and girls. However, little attempt have been made to study the secondary schools boys and girls. Baliya (1992) [4] in his study on self-actualization of pre-service teachers in relation to their sex, intelligence and socio-economic status found that intelligence affects the level of self-actualization of pre service teachers and was not influenced by their socio-economic status.

It was pertinent to mention here that the role of reinforcement reward or gratification is universally recognized. It was also important to say that an event regarded by a person as a reward and punishment may differently be perceived and reacted to others. No doubt, a low self-actualization person perceives that he is control of his fate and efforts and reward will be correlated but a high self-actualization person perceives that powerful others or the system determines how well he can do. No doubt numerous studies have been conducted where the different exists on the basis of self-actualization and cognitive abilities.

Statement of the Problem

The investigator conducted the study which may be stated as: "A Study of Self-Actualization among High School Students Belonging to *District Kathua*."

Objectives of the Study

1. To find difference in self – actualization of both boys and girls studying in high school.
2. To find difference in self –actualization of boys studying in 9th and 10th class.
3. To find difference in self-actualization of girls studying in 9th and 10th class.

4. To find difference in self-actualization of girls & boys studying in 10th class.
5. To find difference in self-actualization of girls and boys studying in 9th class.

Hypotheses of the Study

1. There is no significant difference between high school students i.e. boys and girls in self-actualization.
2. There is no significant difference in self-actualization of boys studying in 9th and 10th class.
3. There is no significant difference in self-actualization of girls studying in 9th and 10th class.
4. There is no significant difference in self-actualization of girls and boys studying in 10th class.
5. There is no significant difference in self-actualization of girls and boys studying in 9th class.

Operational Definitions of Key Terms

1. **Self-Actualization:-** It is the ability of a person to act in a particularly efficient and intensively enjoyable manner also a stage where a person is more integrated and less split. It was measured on the basis of the score obtained by the investigator from high school students with the help of Self-Actualization Inventory by K.N. Sharma.
2. **High School Students:-** In the present study high school student's means, the students studying in 9th and 10th class (both boys and girls).

Delimitations of the Present Study

Due to insufficient time of our dispersal or was as lack of resources, the researcher limited her study to the following aspects:

1. The study was restricted to Kathua district only.
2. The study was carried out on a sample of 200.
3. Only 100 boy and 100 girls were covered in this study.
4. Only 5 high schools and 3 Hr. Sec. School was covered in this study.

Variables Studied

The following variables were studied in the present investigation

a. Independent Variables

1. Sex:- boys and girls
2. Class : - 9th and 10th

b. Dependent variable

- I. self-actualization scores

Selection of the Tool

For the present investigation, the researcher employed K.N. Sharma Self-Actualization tool for the data collection. Self-Actualization Inventory by K.N. Sharma

Statistical Techniques Used

In the present study the investigator was interested to study of self-actualization among high school students belonging to district Kathua. In order to accomplish the objectives of the study, the investigator selected the technique of critical ratio.

Analysis and Interpretation of Data

Table 1: Showing the mean scores of self-actualization among adolescent boys and girls studying in high school

Category	Mean	S.D. (σ)	C.R	Level Significance
Boys	166.5	43.6	0.10	Not significant
Girls	167.2	49.59		

Interpretation

The table 1 reveals there was no significant difference in self-actualization boys and girls studying in 9th and 10th class. The critical ratio came out to be 0.10 which was less than the table value. It means boys and girls studying in high school did not differ in their self-actualization. Thus hypothesis 1st was accepted.

Table 2: Showing the mean scores of self-actualization of 9th and 10th boys studying in high school

Category	Mean	S.D. (σ)	C.R	Level Significance
Boys 9 th	157.9	44.1	0.34	Not significant
Girls 10 th	183.9	42.8		

Interpretation

The table 2 reveals there was no significant difference in self – actualization of boys studying in 9th and 10th classes. The critical ratio came out to be 0.34 which was less than the table value of 1.96 at 0.05 level so, it was found significant. It means boys studying in 9th and 10th classes did not differ in their self-actualization. It means null hypothesis was accepted.

Table 3: Showing the mean scores of self-actualization of 9th and 10th girls studying in high school

Category	Mean	S.D. (σ)	C.R	Level Significance
Girls 9 th	163.3	43.54	0.41	Not significant
Girls 10 th	167.7	46.5		

Interpretation

The table 3 reveals there was no significant difference in self – actualization of girls and boys of 9th classes studying in high school. The critical ratio came out to be 0.41 which was not significant. It means girls and boys of 9th class studying in high school did not differ in their self-actualization. It means null hypothesis was accepted.

Table 4: Showing the mean scores of self-actualization among boys and girls of 9th class studying in high school

Category	Mean	S.D. (σ)	C.R	Level Significance
Girls 9 th	163.3	43.5	0.75	Not significant
Boys 9 th	157.9	44.1		

Interpretation

The table 4 reveals there was no significant difference in self – actualization of girls and boys of 9th class studying in high school. The critical ratio came out to be 0.75 which was less than table value. It means girls and boys studying in 9th class did not differ in their self-actualization. It means null hypothesis was accepted.

Table 5: Showing the mean scores of self-actualization among girls and boys studying in high school

Category	Mean	S.D. (σ)	C.R	Level Significance
Girls 10 th	167	46.5	1.79	Not significant
Boys 10 th	183.9	42.8		

Interpretation

The table 5 reveals there was no significant difference in self – actualization of girls and boys studying in 10th class. The critical ratio came out to be 1.79 which was less than table value 2.58. It means girls and boys studying in 10th class did not differ in their self-actualization. It means null hypothesis was accepted.

General Conclusions

The purpose of any research study is come out with concrete solutions pertaining to the problem taken in hand by using different steps in research. In the light of analysis and interpretation of data mentioned in the previous chapter following conclusions were drawn –

1. Boys and girls studying in high school do not differ in self – actualization.
2. Boys studying in 9th and 10th class do not differ in self-actualization.
3. No difference seen in self-actualization of girls studying in 9th and 10th class.
4. Girls and boys studying in 10th class do not show any difference in self-actualization.
5. No difference is observed in self-actualization of girls and boys studying in 9th class.

Educational Implications

The following educational implications emerge from the findings of present study:

1. The finding of the result will be guidelines for the parents of adolescent to provide conducive family environment at home. It ensure that the self-actualization of the female members of the family especially students have higher level of self-actualization.
2. The finding of the result will be helpful for the teachers who are teaching the students boys and girls to take care that the female students are provided appropriate learning environment to satisfy their need pattern.
3. The findings of the result provide guidelines for the teachers that they should develop students' creative power of some extent. As self-actualized students are creative.
4. The study is helpful for the teachers who are teaching to the students of 9th – 10th classes. Thus teaching behaviour of the teacher should be such type, so that self – actualization of the students, is maintained.
5. The result will provides guidelines to the teachers that teacher should create such environment in which the students should continue the freshness of appreciation for ordinary things.

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