



STUDY OF THE RELATIONSHIP BETWEEN SELF ACTUALIZATION AND PERSONALITY OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

The present research was undertaken to study the relationship between self actualization and personality of secondary school teachers. The sample for the study comprised of 400 secondary school teachers, 200 teachers of type A personality and 200 teachers of Type B personality selected randomly from the various schools also selected randomly situated in Durg, Bhilai and Raipur cities of Chhattisgarh. The tools used for the study were the Type A/B behavioural pattern scale developed and standardized by Upinder Dhar and Manisha Jain and the self actualization inventory (SEAI) by Dr. K.N Sharma. Results revealed no significant relationship between self actualization and personality of secondary school teachers. No significant relationship was found between the self actualization and Type A personality teachers of secondary school teachers. No significant relationship was found between the self actualization and Type B personality teachers of secondary school teachers.

KEYWORDS : Self Actualization, Type A Personality, Type B Personality.

INTRODUCTION:

Maslow (1954) explicitly defines self actualization to be "the desire for self fulfillment, namely the tendency for the individual to become actualized in what he is potentially." This tendency might be phrased as the desire to become more and more what one is to become everything that one is capable of becoming. Self Actualization according to Maslow is "the full realization of ones potential"

According to Allport (1937) "Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique characteristic behavior & thought."

Barling & Boswell (1995) Type A behavior is defined by competitive achievement striving, a sense of time urgency, impatience, easily evoked anger & aggression & rapid speech.

Mosby's Dental Dictionary (2008) "Type B personality a form of behavior associated with people who appear free of hostility & aggression & who lack a compulsion to meet deadlines are not highly competitive at work or play & have a lower risk of heart attack."

OBJECTIVES OF THE STUDY:

- To study the relationship between Self Actualization and personality of secondary school teachers.
- To study the relationship between Self Actualization and Type A personality of secondary school teachers.
- To study the relationship between Self Actualization and Type B personality of secondary school teachers.

HYPOTHESES OF THE STUDY:

- "There will be no significant relationship between and Self Actualization and personality of secondary school teachers"
- "There will be no significant relationship between Self Actualization and Type A personality of secondary school teachers"
- "There will be no significant relationship between Self Actualization and Type B personality of secondary school teachers"

SAMPLE:

The sample for the study comprised of the secondary schools selected randomly from the various secondary schools of Bhilai, Durg and Raipur cities of Chhattisgarh. The sample of the study was on the basis of personality type, medium and sex which constituted eight groups each group comprising of 50 teachers. For each group teachers were selected randomly thus comprising a total of 400 teachers. (200 of Type A and 200 of Type B personality)

TOOLS:

- Self Actualization Inventory (SEAI) developed and standardised by Dr. K.N Sharma.

- Type A/B behavioural pattern scale developed and standardised by Upinder Dhar and Manisha Jain was used to measure the Type A and Type B personality.

PROCEDURE

The Type A/B behavioural pattern scale developed by Upinder Dhar and Manisha Jain was administered to the secondary teachers of the randomly selected schools. About 800 secondary teachers were administered the Type A/B behavioural pattern scale. The teachers were given instructions regarding the procedure of indicating their responses in the scale. On the basis of the scoring of the Type A/B behavioural pattern scale, the teachers were categorized into two personality types-Type A and Type B. After categorization of the teachers as Type A and Type B the self actualization inventory developed and standardized by Dr. K.N Sharma was administered to these Type A and Type B categorized teachers. The teachers were instructed regarding the procedure of indicating responses. In this way data related to the variables were collected.

STATISTICAL TECHNIQUE:

Pearsons Product Moment Correlation was employed to find out the relationship between self actualization and Personality.

RESULTS AND DISCUSSIONS:

To test significant relationship between self actualization and personality Pearson's Product Moment Correlation was employed. The result of this analysis has been given in Table 1.

TABLE-1 PEARSON'S PRODUCT MOMENT CORRELATION BETWEEN SELF ACTUALIZATION AND PERSONALITY

VARIABLES	N	r	SIGNIFICANCE LEVEL
Self Actualization & Personality	400	0.013	Not Significant

Table- 1 reveals that the Pearson's Product Moment Correlation Coefficient for Self Actualization and Personality was 0.013 which was found to be not significant, the value being less than the (Table value- $r = .098$, $N=2$, 398 for significance at the .05 level. Thus the two variables self actualization and Personality are not related to each other significantly.

TABLE- 2: PEARSON'S PRODUCT MOMENT CORRELATION BETWEEN SELF ACTUALIZATION AND TYPE A PERSONALITY

VARIABLES	N	r	SIGNIFICANCE LEVEL
Self Actualization & Type A Personality	200	0.017	Not Significant

Table-2 reveals that the Pearson's Product Moment Correlation Coefficient was found to be 0.017 which was found to be not significant at the .05 level. (Table value- $r = 0.138$, $N=2, 198$ for significance at the .05 level). The two variables self actualization and Type A personality are thus not related to each other significantly.

TABLE- 3:PEARSON'S PRODUCT MOMENT CORRELATION BETWEEN SELF ACTUALIZATION AND TYPE B PERSONALITY

VARIABLES	N	r	SIGNIFICANCE LEVEL
Self Actualization & Type B Personality	200	0.05	Not Significant

Table 3 reveals that the Pearson's Product Moment Correlation Coefficient for self actualization and Type B was 0.05 which was found to be not significant (Table value- $r = 0.138$, $N=2, 198$, for 0.05 level of significance). The two variables self actualization and Type B personality are not related to each other significantly.

CONCLUSION:

The study shows no significant relationship between self actualization and personality of secondary school teachers . No significant relationship was found between self actualization and type A personality. No significant relationship was found to be there between self actualization and type B personality.

SUGGESTIONS FOR FUTHER RESEARCH :

- The following are the suggestions for further research:
- The present study was conducted on secondary school teachers ,the same can be conducted on secondary school students.
- The present study can also be conducted on tribal teachers.
- In the present study the sample was limited to the secondary school teachers of Bhilai ,Durg &Raipur the same study can be conducted at state level.
- The present study can also be conducted at National level.

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