

Study of self actualization among college students belongs to different Gender, Locality, and Streams of district udhampur

Hakim ashfaq ahmed

Abstract

Self actualization is a term that has been used in various psychology theories, often in slightly different ways. Feeling of self actualization has a great role to play in child's educational processes. A study of self actualization of college going students is utmost significant for their proper development. 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.

Key words: self actualization, college students, gender, locality, stream.

INTRODUCTION

The concept of self-actualization was brought most fully to prominence in Abraham Maslow's hierarchy of needs theory. Abraham Maslow (1943) built a hierarchical 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. According to Maslow basic needs must be met before a person can achieve self actualization-the need to be good, to be fully alive and to find meaning in life.

Now a day, Main goal of education is the development of all innate faculties in an individual leading to an all round and harmonious development of his personality .What powers are within an individual shall attain complete development so that he may discover his self. The highest aim of education, according to Tagore is the complete development of human faculties for the attainment of fullness of life, which is possible through optimal exploitation of human creature potentials and capabilities.Pestalozzi too believed that education is the natural harmonious and progressive development of man's innate powers. The child is born with innate impulses and powers .These impulses and innate potentialities of mind have to be directed to exploit, utilize or in other words, to optimize his creative talents and potentials.

In the natural course of life and living, it has been observed that often individuals do not perform up to the maximum level of their inherent potentials. As a result, their abilities remain stunted, and their potentials tend to wither away in the event of not being converted in manifest capacities. And it is even more amazing that often individuals are not even aware of their hidden potentials and tend to remain satisfied with whatever they are able to achieve.

Now the question may arise, that how can potentials of an individual be optimized and who will direct or exploit child's innate capabilities and potentials? Since the real purpose of education is to achieve self appointed goals through the optimal exploitation of capabilities and talents within an individual, therefore, teacher as a component of educative process

plays an important role for making students to discover their self, makes students self reflective leading to improvement of their academic achievement. But for lighting another lamp, teacher should have its own flame i.e. he himself should be professionally able individual with optimum motivation for self actualization. He must actualize himself, his abilities and his roles.

NEED AND SIGNIFICANCE OF THE STUDY

Feeling of self actualization has a great role to play in child's educational process. Students are always in state of confusion and especially college going students are not ready to get advice from others, and moreover, self-actualization is the key factor for them as it helps them to use their ability and monitor their progress and also it can be used for self evaluation process.

It has been also observed that children who do not possess right self actualization mainly suffer from maladjustment, frustration, conflict, complexes, etc. Even brilliant students sometimes also suffer from complicated problems and begin to show inability to adjust in their school, home as well as in the society. At present in our educational system the number of dropouts, failures and under achiever children are increasing day by day due to negative and poor self actualization and students fail to achieve their educational goals.

A study of self actualization of college going students is very important. Teachers and parents can provide right type of guidance for education and vocation. In case of rural children study of self actualization is of very much importance. In rural areas, due to social and cultural factors female children are given less opportunities to develop educationally and professionally. The study of self actualization is also important in the world of employment

and competition. It is difficult for the youth to get adjusted these days themselves. There are number of worries and tensions in the modern world which affect the mental health and value pattern of the individual. Now a day there is need of preparing children for meeting the new challenges of life without any kind of mental disturbances. This made the investigator to take up the present research problem and it was presumed that the findings of the research would open up new areas and help in gaining insight into self actualization.

OBJECTIVES OF THE STUDY

1. To find out the difference in self actualization of college students belonging to different gender i.e. male and female.
2. To find out the difference in self actualization of college students belonging to different localities i.e. rural and urban.
3. To study the differences in self actualization of college students by interactional effect of gender (male and female) and locality (rural and urban) when self actualization scores are taken as dependent variable.
4. To find out difference in the self actualization of college students belonging to different streams i.e. Arts, science and commerce.

HYPOTHESES

1. There is no significant difference in self actualization of college students belonging to different gender i.e. male and female.
2. There is no significant difference in self actualization of college students belonging to different localities i.e. rural and urban.

3. There is no significant difference in self actualization of college students by interactional effect of gender and locality when self actualization scores are taken as dependent variable.
4. There is no significant difference in self actualization of college students belonging to different streams i.e. Arts, science and commerce stream.

SAMPLE

For the present study the investigator had randomly selected a sample of 300 undergraduate students studying in government degree colleges belonging to arts, science and commerce stream. For the present study out of 10 districts of Jammu province, one district was selected and that district was udhampur. In district udhampur there are six government degree colleges including private colleges . Thereafter, 150 female students (75 from rural area and 75 from urban area) and 150 male students (75 from rural area and 75 from urban area) were selected on purposive basis. Thus 300 students constituted the required sample for the present study.

VARIABLES TO BE STUDIED

In the present investigation the following variables were studied:

A. Independent variables:

1. Gender-Boys and Girls
2. Locality- Rural and Urban
3. Stream- Arts, Science and Commerce

B. Dependent variable: Self-Actualization Scores

TOOL USEDThe function of this research was to study the self actualization among college students and for the accomplishment of the objectives of the present investigation the following tool was used:

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

The Self Actualization Inventory, prepared and standardized by Dr. K.N Sharma, written in Hindi was used for the present study to find self-actualization among college students. This inventory consists of 75 statements. Each statement is supported with three alternatives. The student is asked to tick mark against each item for one particular option which he likes. The statements are pertaining to the different areas of self-actualization of students such as efficient perception of reality, acceptance of self, others and nature, spontaneity, simplicity, problem centering, need for privacy, independence of culture and environment, continued freshness of appreciation, peak of mystic experiences, social interest, interpersonal relations, democratic character structure, discrimination between means and ends, sense of philosophical humor, and creativeness. For statements, the 'never' response was given a weightage of 1, the 'rarely' response, a weightage of 2, and the 'always' response, a weightage of 3. The minimum score is 75 and the maximum score is 225. Specimen copy of the inventory is appended in Appendix A.

Reliability:The test- retest reliability of the inventory was found to be 0.85.

Validity: However, the content validation of the items has already been made thoroughly. A correlation of 0.27 was found against Kakkar's self-acceptance inventory, and 0.29 with NCERT's self-perception inventory

ADMINISTRATION OF TOOLS AND COLLECTION OF DATA

The main purpose of the data collection is to verify the research hypothesis. Before administering the tool, the investigator made everything clear to the students that how they should mark the tick to statements supported with three alternatives. For the self-actualization inventory 45 minutes were found sufficient for giving responses to all items including the time needed for giving instructions to the students which were written on the test- booklet. Tool consists of 75 statements pertaining to different areas of self-actualization. Wherever the students faced difficulty, immediate help was given to them so that they can tick the items suitable to them as per their own understanding.

The sheets were collected, scoring was done on the basis of prescribed procedure given further and then the raw scores were obtained for further analysis.

SCORING PROCEDURE

After the collection of data, the first thing done was scoring. The present scoring was done by the investigator herself. The three alternatives have been assigned 1,2,3 weights respectively. For statements, the 'never' response was given a weightage of 1, the 'rarely' response, a weightage of 2, and the 'always' response, a weightage of 3. The scorer has to count and put the totals of the tick marks on each page in the three respective boxes provided for the purpose. At the end, the grand total of marks should be multiplied by the above weight i.e. respective obtained frequencies of the three total response categories X respective weights. The minimum score is 75 and the maximum score is 225.

STASTICAL TECHNIQUE USED

A number of techniques of inferential statics can be used for analysis of data. In the present study the investigator employed two ways of analysis of variance (2*2 factorial experiments)

to study interactional effect between gender and locality. The investigator also employed One –Way Analysis of Variance to study self actualization among students on the basis of streams.

ANALYSIS OF DATA

Summary of Two WayANOVA

Sources of Variation	Sum of Squares	Df (n-1)	Mean of Squares	F- ratio	Levels of Significance
SS_A (gender)	2 . 5	1	2 . 5	0 . 0 1	Insignificant
SS_B (locality)	5 6 6 4 . 4	1	5 6 6 4 . 4	2 3 . 7 6	Significant
$SS_{A \times B}$ (gender and locality)	6 7 . 6	1	6 7 . 6	0 . 2 8	Insignificant
W i t h i n	8 5 8 3 . 4	3 6	2 3 8 . 4 3		

INTERPRETATION

1. The F ratio for A (gender) has been found to be 0.01 which is insignificant at 0.05 level of significance. It means, there exists insignificant differences in the self-actualization of students belonging to different gender i.e. male and female. Therefore hypothesis no I that there exists no significant difference in the self-actualization of students of different gender (male and female) is accepted.
2. The F ratio for B (locality) has been found to 23.76 which is significant at 0.01 level of significance. It means there exists significant difference in the self-actualization of students belonging to different locality (rural and urban). Hence hypotheses no II that there exists no significant difference in the self-actualization of students belonging to different localities is rejected.
3. The F ratio for A*B(gender and locality) has been found to be 0.28 which is insignificant at 0.05 level of significance. It means there exists insignificant difference

in the self-actualization of college students by the interactional effect of gender and locality. Hence, hypotheses no III that there exists no significant difference in the self-actualization of students by the interactional effect of gender and locality is accepted.

Calculation of mean for locality

Rural:

Urban

$$N_1=150$$

$$N_2=150$$

$$M_1 = \frac{24732}{150}$$

$$M_2 = \frac{25856}{150}$$

$$M_1=164.88$$

$$M_2=172.37$$

Summary of one way ANOVA

Source of variation	S	S	D f	M	S	F	Level of Significance
Between	1156.867		2	578.43			Significant
Within	1195		27	44.26		13.07	

CONCLUSIONS

1. Male and Female college students do not differ from each other in self-actualization.
2. College students from urban locality are more self-actualized than students from rural locality.
3. No significant difference is seen in the self-actualization of college students by the interactional effect of gender and locality.

4. College students belonging to different streams i.e. arts, science and commerce do not differ in self-actualization.

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