

SELF-ACTUALIZATION
AMONG TEACHERS OF HIGHER SECONDARY SCHOOLS IN DELHI

by

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CERTIFICATE

This is to certify that the thesis entitled, "Self-actualization among Teachers of Higher Secondary Schools in Delhi" being submitted by Amulya Kanti Satapathy to the Indian Institute of Technology, Delhi for the award of the degree of Doctor of Philosophy, is a record of bonafide research work carried out by her. Amulya Kanti Satapathy has worked under my guidance and supervision and has fulfilled the requirements for the submission of this thesis, which to my knowledge, has reached the requisite standard.

The results contained in this thesis have not been submitted in part or in full, to any other University or Institute for the award of any degree or diploma.

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Supervisor

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ABSTRACT

Based upon the theories of self-actualization proposed by Goldstein (1939), Maslow (1954) and Rogers (1951), the present investigation was carried out to explore the relationship of self-actualization with certain background, personality and organizational factors among the teachers of higher secondary schools in Delhi, India. The self-actualization model of a person is assumed to be efficient and practicable in a working situation.

Altogether 26 factors, 6 of them classified as background, 4 as personality and 16 as organizational variables, were studied in relation to two important measures of self-actualization such as Time Ratio and Support Ratio.

The sample consisted of 302 teachers (171 males and 131 females) of 65 assorted Government, Private-aided and Public higher secondary schools in the urban and rural areas of Delhi. The teachers were selected on the basis of two-stage stratified proportionate simple random sampling method. Data were collected through a set of 5 tests and inventories and analysed using various univariate, bivariate and multivariate statistical techniques.

Altogether 27 specific hypotheses were tested and interpreted under 4 broad groups of variables which examined (i) the relationship of background variables with self-

actualization measures, (ii) the association of personality variables and self-actualization measures, (iii) the relationship between objective indices of organization and self-actualization dimensions, and (iv) the association of subjective indices of organization and self-actualization variables.

On the basis of these findings it was concluded that self-actualization was a phenomenon which was significantly related to and affected by various background variables such as age, sex, marital status, mother's educational background and teaching experience; personality factors like achievement value, consideration and involvement with teaching; and organizational variables such as type of school, type of staff, choice of job and work-place, frankness of opinion-expression, innovativeness, disengagement, hindrance, intimacy and aloofness.

A causal model of self-actualization has been developed. Suggestions for further research were made.

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