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# Levels of Self-actualization, Socio-economic Status and Job-satisfaction of University and College Teachers

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## Abstract

*Highly effective teachers need to transform a man from a sensuous being to a human being. Only self-actualized teachers can make maximum development of human resource. But, do you know the level of their self actualization in relation to socio-economic status and job-satisfaction. In fact, the study aimed to find out the levels of self-actualization, socio-economic status and job-satisfaction of University and College teachers. Self-actualization scale, Socio-economic status scale and Job-satisfaction scale used to collect the data from 100 University teachers and 200 College teachers whom were selected through simple random sampling technique. The study assumed that there would be high levels of self-actualization, socio-economic status and job-satisfaction of university and college teachers. Percentage and Kruskal-Wallis H Test used to analyze the data and to draw the inferences about the level of self-actualization, socio-economic status and job-satisfaction of University and College teachers. It resulted that the level of self-actualization, socio-*

*economic status and job-satisfaction of both University and College teachers were high.*

**Key words:** Job-satisfaction, Self-actualization, Socio-economic Status

## Self-actualisation of University and College Teachers: An introduction

According to the Needs Theory of Abraham Maslow teachers who are very hungry or in physical danger will have little psychological energy to put into learning. Teachers who do not feel that they are loved and that they are capable are unlikely to have a strong motivation to achieve Self-actualisation. A self-actualized teacher who can motivate students to achieve higher level goal is more likely to help them become eager to learn and open to new ideas. Palmer (1998) told, “we teach who we are”. The best teachers know their students and their subjects well, because they themselves are grounded by self-knowledge (Palmer, 1998). Teachers and students alike become lifelong learners. Abraham Maslow concludes from his

studies of self-actualised people that such individuals are creative and freed to give of themselves to humanity. Thus self-actualised teachers tend to be ultimate knowledge seeker, open to new ideas, creative and imaginative. Teachers are regarded as the architects of future (Misra, 2011). Highly effective teachers are needed to transform a man from a sensuous being to a human being. In other words, self-actualized teachers are needed to develop the potentialities of children. Only self-actualized teachers can make maximum development of human resource. They can motivate the students to realise their own inner potentialities by becoming a part of non-threatening school environment (Rahimi & Hosseini, 2015). As we know that development of human resource mostly lays in the hands of teachers, especially in the hands of college and university teachers, hence their levels of self-actualization needs to be studied. How do the teachers satisfy their needs? Do they reach the level of self actualization? Is their level of self-actualization high?

### **Socio-economic status of University and College Teachers**

Income, education and occupation are the most commonly used indicators or measures of socio-economic status of an individual. According to Burden & Byrd (1999), “Socio-economic status is

a measure of a family’s relative position in a community, determined by a combination of parents’ income, occupation and level of education”. Similarly, American Psychological Association (2000, August 6) stated that socio-economic status is often measured as a combination of education, income and occupation. Several studies show that the socio-economic status is positively correlated with achievement. The persons of low socio-economic status generally engage themselves to meet the basic survival needs instead of striving towards higher achievement. Similar is the case of teachers too. Teachers’ socio-economic status is most commonly determined by their level of education, occupational status and income. Teachers are in the front line of education system and, therefore, they are always blamed as the main source of all the students’ failure in achieving success (Joni, 1991). This blaming is relevant since some teachers use to busy in some jobs other than their teaching job. Why do the teachers do so? It has long been recognized that being a teacher is a demanding and sometimes even exhausting profession (Keller, Chang, Becker, Goetz, & Frenzel, 2014). In line with Keller, Chang, Becker, Goetz, & Frenzel, (2014), we do believe that many teachers of low socio-economic status are struggling with the obligation of guiding students to achieve success in one

hand and of caring their own family in the other hand. They even enter the classroom with all the burdensome thoughts and feelings of how to care their sick family member, to rent housing, to pay electricity arrears, to meet child's need and so on. Hence teachers' socio-economic status influences their personal development and job satisfaction, morale as well as their organizational commitment. Sahertian (2000) also found that "teachers in low economic status sometimes even present in school as a very exhausted person. His or her mind is chaotic due to the simple fact that they are not able yet to provide all the basic needs of family. This fact is directly impact teachers' work morale and the classroom performance". Werang (2010) found that "teachers have no time at home to design teaching learning process and to provide media needed to increase students' understanding. Teachers even have no enough time to evaluate students' work due to the fact that they are so busy to earn money for the need of family's life by teaching as an honoured in other schools, farming and trading". Werang, Lewaherilla, & Irianto (2017) studied on the effect of teachers' socioeconomic status on elementary schools' life in Indonesia: An empirical study in the elementary schools of Merauke district, Papua and found that Teacher SES has a positive significant effect on teachers' job satisfaction, morale and organizational

commitment in elementary schools of Merauke district, Papua, Indonesia. Santhi (2012) conducted a study on the socio - economic status of women employees in the organised sector particularly of women teachers in collegiate service and found that majority of the respondents are dissatisfied with their salary and monetary benefits and facing problems of student-disobedience in class. There is association between the category of college of the women Teachers and the level of satisfaction with their welfare measures in the institutions. Moreover there is association between the years of experience of the women teachers and the kinds of problems faced from their students. Fikadu and Lemma (2016) studied on the socioeconomic Status and Hypertension among Teachers and Bankers in Addis Ababa, Ethiopia and found no association between hypertension and measures of socioeconomic status like education and occupation was found in this study.

### **Job-satisfaction of University and College Teachers**

Teaching is the noblest as well as the most intricate profession in our society. It is unanimous that qualified, trained and highly motivated teachers are sine-qua-non to ensure quality output. Govinda & Varghese (1993) asserted that teachers' qualification and training coupled with

a high morale and positive perception of the academic ability of the learners constitute a powerful set of factors determining the learning levels of the children. Even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher. Hence, the quality development of students depends upon the effective and efficient teachers. Teachers' efficiency on the other hand depends on the several factors such as socio-economic status, pre or in-service training, adequate salary, student community, motivation towards teaching job and so on. However, sometimes the most efficient teachers too can't make any difference in students' learning unless they satisfy themselves with the job. Therefore, teachers' job-satisfaction must be given prominence while discussing their efficiency. Job satisfaction is a broader concept. It is an essential pre-requisite for effective and quality outcome in any profession. The term 'job satisfaction' was first utilized by Hoppock (1936) referring to a combination of psychological, physiological and environmental circumstances that make a person feel satisfied with their job. Locke (1976) defined job satisfaction as "a pleasurable or positive emotional state, resulting from the appraisal of one's job experiences." In most studies, job satisfaction is described as how people feel about their jobs and its different aspects. One of the major objectives of the

present study is to explore the level of job satisfaction among the university and college teachers. Teachers' job-satisfaction is affected by a number of components such as workload, salary, relation with co-workers, supervision, motivation, recognition, promotion opportunities, health and insurance benefits, job security, and so on. Latif, Shahid, Sohail and Shahbaz (2011) conducted a study on Job Satisfaction among Public and Private College Teachers of District Faisalabad, Pakistan: A Comparative Analysis. The study revealed that teachers of public sector reported more satisfaction with their job, educational qualification, working hours, benefits, promotion opportunities, salary, job security and work life balance than private sector teachers. Nyamubi (2017) conducted a study on Determinants of Secondary School Teachers' Job Satisfaction in Tanzania. Results show that teachers were satisfied by both monetary and nonmonetary incentives such as community support. They were pleased with fair remuneration packages that related to their labour input, opportunities for career development, a well-defined individual appraisal system, timely promotion, and requisite workplace conditions. The study also showed that teachers' friendship and cooperation with co-workers and students as well as the respect of community members also enhanced their satisfaction in teaching. Taruna &

Pooja (2014) did an analytic examination of teachers' job-satisfaction in Senior Secondary Schools. The findings of the study suggest that there lies significant difference in job satisfaction level of teachers on the basis of type of schools and gender where as no significant difference was found on the basis of locality, academic qualification and socio economic status.

### **Significance of the Study**

Self-actualization is a psychological concept developed by Abraham Maslow in his work on the 'Theory of Motivation'. It refers to the fulfilment of one's potential, i.e., to become everything that one is capable of becoming. According to Maslow, to achieve self-actualization, one's basic needs (D-needs) must be sufficiently gratified. When these basic needs are unmet, self-actualization cannot be achieved. Maslow argues that self-actualization corresponds to ultimate psychological health. For example, if a person's safety needs, have not been adequately fulfilled, he may develop paranoiac tendencies and may believe that everybody and everything is threatening him. Yet we can find many examples of people who exhibited at very least aspects of self-actualization who were far from having their lower needs taken care of. Many of our best artists and authors, for example, suffered from poverty, bad upbringing, neuroses and

depression. Were not these people engaged in some form of self-actualization? On the other hand, we may find a situation where all the lower level needs have been satisfied, but the highest need (self-actualization) has not. It is not, therefore, always true that the lower needs take precedence over the higher needs. A person may sacrifice his life for honour. Stevernick and Lidenberg (2006) discuss and compare different theories of motivation. They found that not all the people follow a direct hierarchy of needs, at least not as outlined by Maslow. They found that people are willing to sacrifice physical need satisfaction for an improvement in social need satisfaction. Majercsik (2005) interviewed 303 geriatric patients and found that self-actualization was the most important need, safety need next, then esteem, then love, then physiological care. Hogan and Roberts (2004) totally disregard the concept of self-actualization. They list three reasons why they do not even believe that self-actualization is a measurable or existent part of human nature- (i) self-actualization is just an excuse for selfishness, (ii) self-actualization has no place in evolutionary theory- why would evolution care or support a self-actualizing principle, (iii) they do not believe that there have been any tools to measure self-actualization. In conclusion, to their dissenting of the concept of self-actualization, they state, "the fact that after at

least 70 years there are no accepted measures of self-actualization suggests that the concept is empty". Maslow says that fulfilment of one's true potential is self-actualization. However, it is not clear as to what fulfilling potential actually does or how it should be done. When looking at potential through Maslow's way of thinking, it can be difficult to decide where a person should go in life. If Maslow's theory about people having a desire to become what they can become is true, then those who have potential to become multiple things, will also have a desire to do so; and when all other needs are filled, that desire will itself become a need that must be satisfied. So, if one person has only the potential to become an artist, while another has the potential to become an artist, a musician and an author, is there potential in one person? Or, is there simply different potential between people?

### **Objective of the Study**

To find out the levels of self-actualization, socio-economic status and job-satisfaction of university and college teachers.

### **Hypothesis of the Study**

There would be high levels of self-actualization, socio-economic status and job-satisfaction of university and college teachers.

### **Methodology**

#### *Participants*

Simple Random Sampling Technique was used to draw the representative sample. One Central University and one State University were selected out of a total of two Central and three State Universities respectively. From the Central University 24 male and 26 female teachers and in a State University 20 male and 30 female teachers (N=100) were randomly selected. The age range of Male University teachers is 35—55, Mean=45, SD=1.3 and of female is 30—50, Mean=40, SD=1.2. Similarly, out of 33 Districts, 8 Districts viz. Golaghat, Nagaon, Jorhat, Sonitpur, Kamrup, Sivasagar, Karbi Anglong and Barpeta were selected and from each District one College was randomly selected for survey. In the Golaghat District 12 male and 14 female teachers, in Nagaon District 11 male and 10 female teachers, in Jorhat District 13 male and 11 female teachers, in Sonitpur District 13 male and 14 female teachers, in Kamrup District 13 male and 16 female teachers, in Sivasagar District 13 male and 12 female teachers, in Karbi Anglong District 10 male and 11 female teachers and in Barpeta District 13 male and 14 female teachers (N=200) responded the Questionnaires. The age range of Male College Teachers is 30—55, Mean=42.5, SD=1.1 and of female is 35—50, Mean=42.5, SD=1.1.

#### *Design of the Study*



Correlational research design was used to study the relationships between and among the variables. The levels of independent variables, i.e., Self-actualisation, Socio-economic Status and Job-satisfaction were assessed through Self-actualisation Scale, Socio-economic Status Scale and Job-satisfaction Scale respectively. The correlation between and among the variables was assessed through Pearson's Product Moment Correlation. Here the relationship between and among the variables helped to identify the Self-actualisation level among the teachers. This is a Correlational design that helped to find out the relationship between and among the variables of University and College teachers.

### **Tools used**

In the present study, the researcher has used Self-actualization Scale, Socio-economic Status Scale and Job-satisfaction Scale for data collection.

#### *1. Self-actualization Scale*

The Self-actualization Scale was developed by Prof. K.N. Sharma Department of Psychology, University of Rajasthan, Jaipur. A three-point rating scale indicating 'equal to nil', 'some' and 'much' degrees of self-actualization characteristics has been provided in front of each of the statements. The statements were mixed randomly. The scoring is simple. The three alternatives- 'equal to nil', 'some' and 'much',

have been assigned 1, 2 and 3 weights respectively. 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 the marks should be multiplied by the above weights, i.e., respective obtained frequencies of the three total response categories x respective weights. The maximum and minimum score on the Scale are 225 and 75 respectively. Since some of the self-actualization dimensions were not highly correlated because of heterogeneity and diversions of their functionality, their dimensional approach was not found feasible. It has also been seen that because of self-exposition, the scores on the items are obtained on a little higher side of the score continuum. The trend being in general, it does not affect the results. However, the degree of self-actualization of a person can be compared to the three degrees obtained by Flanagan's method, i.e., Score 187 and above is High Self-actualisation, Score 163—186 is Medium Self-actualisation and Score 82—162 is Low Self-actualisation. The test-retest reliability of the inventory on a sample of 100 8<sup>th</sup> class students was found to be .85. Since there is no test of self-actualization available except POI which has its own limitations, criterion validation could not be done. However, the content validation of the items has already been made thoroughly.

## 2. Socio-economic Status Scale

This scale was developed by Dr. Ashok K. Kalia & Dr. Sudhir Sahu and it is available both in English and Hindi languages for Urban/Rural households. The scale comprised of 40 statements in all based on five different dimensions of socio-economic parameters. (The distributions of items and components of SES Scale is given below, see

Table 3.1 Distributions of items and components of SES Scale

Part	Dimensions of SES Scale	Items	Total items
Part-I	Socio-cultural component	1 to 15 (+ information on Caste)	15+1
Part-II	Economic component	16 to 20	05
Part-III	Possession of goods and services	21 to 30	10
Part-IV	Health component	31 to 35	05
Part-V	Educational component	36 to 40 (+ information on Stream)	05+1
<b>Total=</b>			<b>40+2=42</b>

The investigator has established content validity (.75) while preparing the preliminary draft of SES scale. Reliability of the scale is 0.85 for *Split-half method* and 0.86 for *test-retest method*. All 42 items (including caste and academic stream) were analysed to measure internal consistency of the SES Scale through Pearson's Product Moment Method, Kendall's tau b and Spearman's rho correlation method. Coefficient of correlation is highly significant in most of the dimensions except only in one dimension, i.e., health component due to presence of some items with negative score. (see appendix- for additional information). With the help of SPSS, principal component analysis method along with Varimax

table 3.1). This scale comprised of 40 items on five different areas/dimensions of SES viz. Socio-cultural component, economic component, possession of goods and services, health component and educational component. There is no time limit for filling this scale. However, it takes approximately 20 to 25 minutes for completing it.

Rotation and Kaiser Normalization was employed on 1200 respondents to restrict in five factors.

## 3. Job Satisfaction Scale

It is developed by Dr. Amir Singh, Department of Psychology, Govt. Mahendra College, Patiala and Dr. T.R. Sharma (former Dean and Professor), Department of Education, Panjabi University, Patiala. The present scale draws motivation from the works of Hoppock (1935), Morse (1953), Kahan (1951), Herzberg (1959), Kelliberg (1977), Rajbir (1976), Sokhey (1975), Pestongee (1973) and Muthaya (1984). While framing the scale almost all known factors of job satisfaction given above including Ginsberg's triple factors and Kelliberg's work values and job rewards



were kept in view. The level of job satisfaction was measured in two types of areas- job-intrinsic (factors lying in the job itself) and job-extrinsic (factors lying outside the job). Job-intrinsic area was further conceptualized as job-concrete (say; excursions, working conditions, etc.) and job-abstract (say; cooperating, democratic functioning, etc.) and job-extrinsic area as consisting of three components, viz., psycho-social aspects, financial aspects and community/nation growth aspect. These 80 statements were got rated for suitability by 30 judges belonging to the fields of psychology, sociology, business, administration, law and trade-union. Depending upon the unanimity among the judges only 40 items were retained for a pilot study made on nearly 50 professionals. This try-out resulted in deletion, modification and also inclusion of a few items. For the final scale, only 30 statements were retained. Each statement has five alternatives from which a respondent has to choose any one which candidly expresses his response view. The following chart shows the connection of different items with different areas constituting the scale. The scale has both positive and negative statements. Items at Sr. No. 4, 13, 20, 27, and 28 are negative, others are all positive. The scale was personally administered to each of the 320 professionals consisting of an equal number of engineers, doctors, advocates

and college teachers selected as per stratified random sampling technique from all over the state of Punjab. The rural and urban areas were given due representation. The scale in its totality or in parts depending upon the requirements can be administered to any category of professionals. It is comprehensive and omnibus in nature. The positive statements carry a weightage of 4, 3, 2, 1, and 0 and the negative statements carry 0, 1, 2, 3 and 4. The total score gives a quick measure of satisfaction/dissatisfaction of a worker towards his job.

### **Procedure of Data Collection**

The researchers have visited the targeted sample to collect data through three scales, namely Self-actualization Scale, Socio-economic Status Scale and Job Satisfaction Scale. For that purpose, he took their consent to send the questionnaires through E-mail. However, few of them denied accepting the same through E-mail. That is why the researchers on the spot administered the tools and collected the data. Few participants showed their unwillingness to fill about their personal status, but the researcher motivated them and suggested to respond the items. He assured them that the data would be kept confidential with the researcher without any sharing and assured not to use the data in any other purposes. After collection of the data through Self-actualization

Scale, Socio-economic Status Scale and Job Satisfaction Scale, the researcher scored all the tools and used Mean and Standard Deviation and Inferential Statistics like Correlation, Regression, ANOVA, t-test to analyze and interpret the data.

### **Analysis and result**

#### **H1 There will be high levels of Self-actualization, Socio-economic Status and Job satisfaction of University and College Teachers**

Table 1.1.1 reveals the levels of Self-actualization, Socio-economic Status and Job-satisfaction of University and College Teachers. In case of College I, out of 26 teachers 10 (38.46%) teachers have high self-actualization and only 5 (19.23%) teachers have low self-actualization. However, the level of socio-economic status was high among 19 (73.08%) teachers and no teacher was found having low socio-economic status. Again, 4 (15.38%) and 18 (69.23%) teachers were highly satisfied and satisfied respectively with their job and only 1 (3.85%) teacher was found dissatisfied. In case of College II, out of 21 teachers, 5 (23.81%) teachers were found having high self-actualization and 4 (19.05%) teachers were found having low self-actualization. On the other hand, 16 (76.19%) teachers were found having high socio-economic status and none of them was of

low socio-economic status. Again, 3 (14.29%) and 13 (61.90%) teachers were highly satisfied and satisfied respectively with their job and only 1 (4.76%) teachers were found dissatisfied.

Table 1.1.1 levels of Self-actualization, Socio-economic Status and Job-satisfaction of University and College Teachers

Subjects	N	Level of self-actualization			Level of Socio-economic Status			Level of Job satisfaction				
		High	Moderate	Low	High	Moderate	Low	Highly Satisfied	Satisfied	Moderately Satisfied	Dissatisfied	Highly Dissatisfied
College I	26	10 (38.46%)	11 (42.31%)	5 (19.23%)	19 (73.08%)	7 (26.92%)	0 (0%)	4 (15.38%)	18 (69.23%)	3 (11.54%)	1 (3.85%)	0 (0%)
College II	21	5 (23.81%)	12 (57.14%)	4 (19.05%)	16 (76.19%)	5 (23.81%)	0 (0%)	3 (14.29%)	13 (61.90%)	4 (19.05%)	1 (4.76%)	0 (0%)
College III	24	9 (37.50%)	11 (45.83%)	4 (16.67%)	21 (87.50%)	3 (12.50%)	0 (0%)	0 (0%)	12 (50%)	7 (29.17%)	4 (16.67%)	1 (4.17%)
College IV	27	11 (40.74%)	10 (37.04%)	6 (22.22%)	17 (62.96%)	10 (37.04%)	0 (0%)	10 (37.04%)	11 (40.74%)	6 (22.22%)	0 (0%)	0 (0%)
College V	29	15 (51.72%)	9 (31.03%)	5 (17.24%)	23 (79.31%)	6 (20.69%)	0 (0%)	14 (48.28%)	8 (27.59%)	5 (17.24%)	2 (6.90%)	0 (0%)
College VI	25	7 (28%)	16 (64%)	2 (8%)	22 (88%)	3 (12%)	0 (0%)	0 (0%)	7 (28%)	10 (40%)	6 (24%)	2 (8%)
College VII	21	10 (47.62%)	9 (42.86%)	2 (9.52%)	12 (57.14%)	9 (42.86%)	0 (0%)	8 (38.10%)	10 (47.62%)	2 (9.52%)	1 (4.76%)	0 (0%)
College VIII	27	12 (44.44%)	14 (51.85%)	1 (3.70%)	21 (77.78%)	6 (22.22%)	0 (0%)	15 (55.56%)	9 (33.33%)	2 (7.41%)	0 (0%)	1 (3.70%)
University I	50	10 (20%)	35 (70%)	5 (10%)	47 (94%)	3 (6%)	0 (0%)	17 (34%)	22 (44%)	8 (16%)	3 (6%)	0 (0%)
University II	50	15 (30%)	26 (52%)	9 (18%)	44 (88%)	6 (12%)	0 (0%)	20 (40%)	12 (24%)	11 (22%)	7 (14%)	0 (0%)
TOTAL												

In case of College III, out of 24 teachers, 9 (37.50%) teachers were found having high level of self-actualization and 4 (16.67%) teachers were found having low self-actualization. On the other hand, majority (87.50%) of the teachers were found having high socio-economic status and none of them were of low socio-economic status. Again, 12 (50%) teachers were satisfied with their job but 4 (16.67%) and 1 (4.17%) teachers were dissatisfied and highly dissatisfied with their job. In case of College IV, out of 27 teachers, high level of self-actualization was found in 11 (40.74%) teachers and in 6 (22.22%) teachers the level of self-actualization was found low. On the other hand, 17 (62.96%) teachers were of high socio-economic status and none of them were of low. Whereas, 10 (37.04%) and 11 (40.74%) teachers were highly satisfied and satisfied respectively with their job and no teacher was found dissatisfied or highly dissatisfied with their job. In case of College V, out of 29 teachers, high level of self-actualization was found in 15 (51.72%) teachers and in 5 (17.24%) teachers the level of self-actualization was found low. On the other hand, majority, i.e., 23 (79.31%) teachers were of high socio-economic status and none of them was of low. Whereas, 14 (48.28%) and 8 (27.59%) teachers were highly satisfied and satisfied respectively with their job but 2 (6.90%) teachers were found

dissatisfied with their job. In case of College VI, out of 25 teachers, 7 (28%) teachers were found having high self-actualization and only 2 (8%) teachers were found with low self-actualization. Nevertheless, the level of socio-economic status was high among majority, i.e., 22 (88%), of the teachers and no teacher was found having low socio-economic status. On the other hand, not a single teacher was found highly satisfied with his/her job but 7 (28%) teachers were satisfied. Whereas, 6 (24%) and 2 (8%) teachers were found dissatisfied and highly dissatisfied respectively with their job. In case of College VII, out of 21 teachers, 10 (47.62%) teachers were found having high self-actualization and 2 (9.52%) teachers were of low self-actualization. On the other hand, 12 (57.14%) teachers were found having high socio-economic status and none of them were of low socio-economic status. Again, 8 (38.10%) and 10 (47.62%) teachers were highly satisfied and satisfied respectively with their job. Whereas, 1 (4.76%) teacher was dissatisfied with his/her job and none of them were highly dissatisfied. In case of College VIII, out of 27 teachers, high level of self-actualization was found in 12 (44.44%) teachers and in only 1 (3.70%) teacher the level of self-actualization was found low. On the other hand, majority, i.e., 21 (77.78%) teachers were of high socio-economic status and none of them were of low.

Whereas, 15 (55.56%) and 9 (33.33%) teachers were highly satisfied and satisfied respectively with their job but 1 (3.70%) teacher was found highly dissatisfied. In case of University I, out of 50 teachers, 10 (20%) teachers were found having high self-actualization and 5 (10%) teachers were found having low self-actualization. On the other hand, almost all the teachers, i.e., 47 (94%), were of high socio-economic status and none of them were found having low socio-economic status. Whereas, 17 (34%) and 22 (44%) teachers were highly satisfied and satisfied respectively with their job and only 3 (6%) teachers were found dissatisfied with their job. None of them were

highly dissatisfied with their job. In case of University II, out of 50 teachers, 15 (30%) teachers were highly self-actualized and 9 (18%) teachers were found having low self-actualization. On the other hand, majority of the teachers, i.e., 44 (88%), were of high socio-economic status and none of them were found having low socio-economic status. Whereas, 20 (40%) and 12 (24%) teachers were highly satisfied and satisfied respectively with their job but 7 (14%) teachers were found dissatisfied with their job. No teacher was found highly dissatisfied with his or her job.

**Note: However, this summary doesn't give us Mean and SD, still it needed to analyze the raw data.**

Table 4.1.2 Kruskal-Wallis H Test for the level of self-actualization of college teachers

Group	Self-actualization	N	Mean Rank
College teachers	High	79	100.82
	moderate	92	98.36
	Low	29	106.41
Total		200	
Kruskal-Wallis Test	.431		
df	2		
P	.431 >.05 (Chi-Square approximation, corrected for the existence of ties in the ranks of the data)		

Table 4.1.2 shows Kruskal-Wallis H Test (1.857) when the level of significance was set at 0.05, the small p value (.431) where, the Chi-Square approximation, corrected for the existence of ties in the ranks of the data indicated no significant difference in participants rating in individual

assignment. College teachers' highest mean rank (106.41) an indication of better significant respond level of self-actualization than the moderate and low. The result of the test was in the expected direction and not significant.

Table 4.1.3 Kruskal-Wallis H Test for the level of socio economic status of college teachers

Group	Socio economic status	n	Mean Rank
College teachers	High	151	84.38
	Moderate	49	150.16
	Low	00	00
Total		200	
Kruskal-Wallis Test	47.808		
df	2		
P	.000 <.05 (Chi-Square approximation, corrected for the existence of ties in the ranks of the data)		

Table 4.1.3 shows Kruskal-Wallis H Test (47.808 p <.05) where, the Chi-Square approximation, corrected for the existence of ties in the ranks of the data indicated significant difference in participants rating in individual assignment.

College teachers' highest moderate mean rank (150.16) an indication of better significant respond level of socioeconomic status than the high and low. The result of the test was in the expected direction and significant.

Table 4.1.4 Kruskal-Wallis H Test for the level of socio economic status of college teachers

Group	Job satisfaction	n	Mean Rank
College teachers	Highly Satisfied	54	137.83
	Satisfied	87	101.32
	Moderately Satisfied	40	97.32
	Dissatisfied	15	98.18
	Highly Dissatisfied	4	48.50
Total		200	
Kruskal-Wallis Test	9.850		
df	4		
P	.043<.05 (Chi-Square approximation, corrected for the existence of ties in the ranks of the data)		

Table 4.1.4 shows Kruskal-Wallis H Test (9.850 p <.05) where, the Chi-Square approximation, corrected for the existence of ties in the ranks of the data indicated significant difference in participants rating in individual assignment.

College teachers' were highly satisfied having mean rank (137.83) an indication of better significant respond level of job satisfaction. The result of the test was in the expected direction and significant.

Table 4.1.5 Kruskal-Wallis H Test for the level of self-actualization of University teachers

Group	Self-actualization	N	Mean Rank
University teachers	High	25	65.80
	moderate	61	51.56



	Low	14	18.57
Total		100	
Kruskal-Wallis Test	24.017		
df	2		
P	.000 >.05 (Chi-Square approximation, corrected for the existence of ties in the ranks of the data)		

Table 4.1.5 shows Kruskal-Wallis H Test (24.017) when the level of significance was set at 0.05, the small p value (.000) where, the Chi-Square approximation, corrected for the existence of ties in the ranks of the data indicated no significant difference in participants rating in

individual assignment. University teachers' highest mean rank (65.80) an indication of better significant respond level of self-actualization than the moderate and low. The result of the test was in the expected direction and significant.

Table 4.1.6 Kruskal-Wallis H Test for the level of socio economic status of University teachers

Group	Socio economic status	n	Mean Rank
<i>College teachers</i>	High	91	53.92
	Moderate	9	15.89
	Low	00	00
Total		100	
Kruskal-Wallis Test	14.114		
df	2		
P	.000 <.05 (Chi-Square approximation, corrected for the existence of ties in the ranks of the data)		

Table 4.1.6 shows Kruskal-Wallis H Test (14.114 p <.05) where, the Chi-Square approximation, corrected for the existence of ties in the ranks of the data indicated significant difference in participants rating in individual assignment.

University teachers' highest mean rank (53.92) an indication of better significant respond level of socioeconomic status than the moderate and low. The result of the test was in the expected direction and significant.

Table 4.1.7 Kruskal-Wallis H Test for the level of socio economic status of University teachers

Group	Job satisfaction	n	Mean Rank
College teachers	Highly Satisfied	37	61.15
	Satisfied	34	57.91
	Moderately Satisfied	19	38.00
	Dissatisfied	10	9.65
	Highly Dissatisfied	00	
Total		100	

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Kruskal-Wallis Test	30.589
df	4
P	.000<.05 (Chi-Square approximation, corrected for the existence of ties in the ranks of the data)

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Table 4.1.7 shows Kruskal-Wallis H Test (30.589  $p < .05$ ) where, the Chi-Square approximation, corrected for the existence of ties in the ranks of the data indicated significant difference in participants rating in individual assignment. University teachers' were highly satisfied having mean rank (61.15) an indication of better significant respond level of job satisfaction. The result of the test was in the expected direction and significant.

### Findings

#### **Hypothesis 1 There would be high levels of Self-actualization, Socio-economic Status and Job-satisfaction of University and College Teachers.**

It was resulted that College Teachers have moderate level of Self-actualization than University Teachers. However, the level of Socio-economic Status of University Teachers was higher than the College Teachers. The Job-intrinsic factors (Job-concrete and Job-abstract) and the Psycho-social factor of Job-extrinsic of Job-satisfaction of both University and College Teachers have no significant difference but in Job-extrinsic factors like Economic and

Community Growth, it was found significant difference between University and College Teachers. The study claimed that there was high level of Self-actualization among the College Teachers in relation to their Socio-economic Status as compared to the University Teachers. Similarly, University Teachers were highly satisfied with their job in relation to their Self-actualization. This was the first study in India where University Teachers' Socio-economic Status was much lower than the College Teachers'. Nevertheless, the relationship between the Self-actualization and Socio-economic Status of University Teachers was positive and significant. Except Economic component of Socio-economic Status, the Self-actualization of University Teachers was positively correlated with their Socio-economic Status. This was because the University Teachers were highly Socio-cultured having more goods and services and utilizing more money on Health and Educational components. That is why; Economic component of Socio-economic Status was negatively correlated with their Self-actualization. As compared to the University Teachers, the Self-actualization and Socio-

economic Status of College Teachers was highly correlated and the Self-actualization was better than the University Teachers. Except Goods and Services component, college teachers were better in socio-cultural, health, economic and educational component. The present study showed that the College Teachers did not possess more Goods and Services but University Teachers were utilizing more money on Socio-cultural development, Possessed Goods and Services, taking much care about Health and investing much money on Educational component but neglecting the Economic component. That is why the economic component of University Teachers was negatively correlated with their Self-actualization. This result was corroborated with the earlier studies of Ali, 2017; Fetzer, 2003; Panda ,2015; Rapheal and Paul, 2014; Rupinderjit 2007; Satapathy,1979; and Solaja,2015.

### **Conclusion**

Self-actualization is the ultimate goal of life that was earlier discussed by Abraham Maslow. In the present study, Maslow's idea regarding needs and desire related to physical safety, love and belongingness and self-esteem is highly related with Socio-economic Status. In this study the researcher tried to know the relationship between Self-actualization and Socio-economic Status and

found that the socio-economic status of university and college teachers regarding socio-cultural, economic, possession of goods and services, health and educational components were the hierarchy of Maslow's idea like physical needs, safety needs, belongingness and self-esteem needs. It was found that there was positive correlation between all the needs of Socio-economic Status and Self-actualization. In the present study, the University teachers neglected the economic component and the college teachers neglected possession of goods and services. However, there was no such effect on the hierarchy and relationship with the Self-actualization. There existed positive relationship between Self-actualization and Socio-economic Status of both University and College teachers. In a developing country like India, both University and College Teachers are salaried reasonable amount to maintain their Socio-economic Status that directly helps to actualize them. According to Maslow, Self-actualized people are more efficient in their perception and reality. If we see the Self-actualization and the Socio-economic Status of both University and College Teachers, we can find that they had spontaneous, simple and natural feeling towards teaching-learning process, cooperation, and social interaction, participation in national and international cooperation, manages the quality of life with national growth

and democratic culture. These are the Educational Implications of the present study:

1. Teachers' Socio-economic Status could fulfil the needs, desire and ultimately it could help to achieve Self-actualization. That is why, in Universities and Colleges, the teachers should be paid with Government approved salary in time, and then only they would be able to fulfil their needs and desire and would be able to take initiation and create good work culture in their work place.

2. Administrators should provide the facilities related to infrastructure, learning resources, equipments and kits and other requisite material of teaching learning process that could help the teachers to develop emotional thinking and Job-satisfaction and ultimately to reach Self-actualization.

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