

Self-actualization of University Teachers in relation to their Socio-economic Status and Job-satisfaction

Ananta Kumar Jena & Nirranjan Thengal

Assistant Professor, Department of Education, Assam University, Silchar-788011

Email: akjenaaus@gmail.com

Assistant Professor, Department of Education, Kampur College, Kampur, Nagaon-782426

Email: thengal12niranjan@gmail.com

Abstract

Highly effective teachers are needed to transform a man from a sensuous being to a human being. Only self-actualized teachers can make maximum development of human resource. However, the teachers should themselves be of best human personality to play their role as a teacher. Otherwise even the best curriculum would remain ineffective in the absence of a good teacher. Therefore, they should have the realization about their own potentialities. Realising about one's own potentiality is termed by Abraham Maslow as 'self-actualization'. Has self-actualization any relationship with other aspects of life such as socio-economic status, job-satisfaction and so on? In fact, the study aimed to find out the correlation between self-actualization, socio-economic status and job-satisfaction of University Teachers. A sample of 100 University Teachers was selected from the Central as well as State Universities of Assam using simple random sampling technique. Self-actualization Scale, Socio-economic Status Scale and Job-satisfaction Scale was used to collect the data. The study assumed that there is a positive correlation between self-actualization and socio-economic status, and negative correlation between self-actualization and job-satisfaction of University Teachers. Descriptive Statistics like Mean and Standard Deviation and Inferential Statistics like Correlation, Regression, ANOVA and t-test were used to analyze the data. It resulted that there was positive and significant correlation between Self-actualization and Socio-economic status,

and self-actualization and job-satisfaction of University Teachers.

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

Self-actualisation of University Teachers: An introduction

Since the ancient period, teachers have been considered as the most valuable asset of social reform in India. NPE, 1986 rightly says, "No people can rise above the level of its teachers". The teachers teach pupil how to walk on the real path of life. However, the teachers should themselves be of best human personality to play their role as a teacher. Otherwise even the best curriculum would remain ineffective in the absence of a good teacher. Therefore, they should have the realization about their own potentialities. Realising about one's own potentiality is termed by Abraham Maslow as 'self-actualization'. Maslow described self-actualization as "the desire to become more and more what one is, to become everything that one is capable of becoming". Hence, the teachers must be self-actualized to make the maximum development of their students' potentialities. Frankl (1969) says, "Teachers who are successful professionals are self-actualizing people who lead meaningful lives and make a meaningful contribution to the self-actualizing potential of learners in their charge". 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. 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. 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 lies in the hands of teachers, especially in the hands of University Teachers, hence their self-actualization in relation to socio-economic status and job-satisfaction needs to be studied. Is there any correlation between self actualization, socio-economic status and job-satisfaction? Is so, then to what extent? Or is the correlation positive?

Socio-economic Status of University 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 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 members, 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 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. 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 paranoid 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 correlation between self-actualization and socio-economic status, and the correlation between self-actualization and job-satisfaction of University teachers.

Hypothesis of the Study

There is a positive correlation between self-actualization and socio-economic status, and negative correlation between self-actualization and job-satisfaction of university teachers.

Methodology

Participants

Simple Random Sampling Technique was used to draw the representative sample. A sample of 100 University Teachers was randomly selected from both Central as well as State Universities of Assam.

Design of the Study

Correlational research design was used to study the relationship between and among the variables. The correlation between and among the variables was assessed through Pearson's Product Moment Correlation.

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 8th 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). 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.

Table 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

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 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, and t-test to analyze and interpret the data.

Analysis and result

H1 There is a positive correlation between self-actualization and socio-economic status, and negative correlations between self-actualization and job-satisfaction of University teachers.

Table 2 Mean and SD of Self-actualization and the various components of Socio- economic Status of University Teachers

	N	Mean	S.D
Self-actualization of University teachers	100	173.01	23.093
Socio Economic Status of University teachers			
<i>Components</i>			
Socio cultural	100	18.81	2.824
Economic	100	22.62	2.624
Possession of goods services	100	21.69	3.422
Heath	100	19.08	3.212
Educational	100	26.21	5.358

Table 3 Pearson's Product Moment Correlation for Self-actualization and Socio-economic Status of University Teachers

Pearson Correlation	Components of Socio Economic Status				
	Socio cultural	Economic	Possession of goods and services	Health	Educational
Self-actualization of University teachers	.426	.237	.115	.412	.234
Sig. (1-tailed)	.000	.000	.036	.000	.000
N	100	100	100	100	100

Table 4 R, R² and adjusted R² of Self-actualization and the components of Socio-economic Status of University Teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.530 ^a	.280	.242	20.104	.280	7.325	5	94	.000

a. Predictors: (Constant), educational components, economic components, heath components, possession of goods services, Socio cultural components

Table 5 ANOVA of Self-actualization and the components of Socio-economic Status of University Teachers

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14802.499	5	2960.500	7.325	.000 ^b

Residual	37992.491	94	404.175
Total	52794.990	99	

- a. Dependent Variable: Self-actualization of University teachers
b. Predictors: (Constant), educational components, economic components, health components, possession of goods services, Socio cultural components

Table 6 β and t of Self-actualization and the components of Socio-economic Status of University Teachers

Model		Un-standardized		Standardized	T	Sig.
		Coefficients				
		B	Std. Error	Beta		
1	(Constant)	67.911	23.578		2.880	.005
	Socio cultural component	2.395	1.071	.293	2.237	.028
	Economic component	-1.428	1.087	-.162	-1.314	.192
	Possession of goods services	1.467	.695	.217	2.110	.038
	Health components	2.446	.769	.340	3.182	.002
	Educational components	.528	.424	.123	1.247	.216

- a. Dependent Variable: Self-actualization of University teachers

Table 2 depicts the descriptive analysis of the Mean and SD of Self-actualization and the components of Socio-economic Status of University Teachers. It revealed that Self-actualization of University Teachers N (100), Mean (173.01) and SD (23.09) was better than the Socio-economic Status and its components like Socio-cultural (M=18.81 & SD= 2.82), Economic (M= 22.62 & SD= 2.62), Possession of Goods and Services (M= 21.69 & SD= 3.42), Health (M= 19.08 & SD= 3.12) and Educational (M= 26.21 & SD= 5.36). Here Educational component (M= 26.21) is better over the components of Socio-economic Status viz., Socio-cultural, Economic, Possession of Goods and Services and Health component of University Teachers. In the Table 3, it is seen that the Pearson's Product Moment Correlation (r) between Self-actualization of University Teachers and the components of Socio-economic Status like Socio-cultural, Economic, Possession of Goods and Services, Health and Educational were (.426, .237, .115, .412 & .234) respectively. The Regression of Self-actualization on the basic model (R= .530, R²=

.280 & adjusted R²= .242 p < .05) has significant positive relationship with Socio-cultural component (β 2.395 p < .05), Possession of Goods and Services component (β 1.467 p < .05), Health component (β 2.446 p < .05) and Educational component (β .528 p < .05). But the Economic component (β -1.428 p > .05) has significant negative correlation with Self-actualization of University Teachers (see Table 4 & 6). The Table 5 reveals that ANOVA (F= df 5/94 7.325 p < .05) between dependent variable like Self-actualization of University Teachers and the Predictors like Socio-cultural component, Economic component, Possession of Goods and Services component, Health component and Educational component were significantly correlated. Hence, the directional hypothesis was accepted as the Socio-economic Status and its factors like Socio-cultural component, Possession of Goods and Services component, Health component and Educational component have significant positive correlation with Self-actualization of University Teachers except the Economic component, which is negatively correlated with Self-actualization.

Table 7 Mean and SD of Self-actualization and the various factors of Job-satisfaction of University Teachers

	N	Mean	S.D
Self-actualization of University teachers	100	173.01	23.093
Job satisfaction of University teachers			
Factors	Sub-factors		
<i>Job-intrinsic</i>	<i>Job concrete</i>	100	23.48
	<i>Job abstract</i>	100	16.31
<i>Job-extrinsic</i>	<i>Psycho social</i>	100	17.69
	<i>Economic</i>	100	25.40
	<i>Community growth</i>	100	17.87

Table 8 Pearson's Product Moment Correlation for Self-actualization and Job-satisfaction of University Teachers

Pearson Correlation	Factors of Job Satisfaction				
	Job concrete	Job abstract	Psycho social	Economic	Community Growth
Self-actualization of University teachers	.577	.695	.655	.580	.682
Sig. (1-tailed)	.000	.000	.000	.000	.000
N	100	100	100	100	100

Table 9 R, R² and adjusted R² of Self-actualization and the factors of Job-satisfaction of University Teachers

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Change Statistics				
					R Square Change	F	df1	df2	Sig. F Change
1	.740 ^a	.548	.524	15.929	.548	22.816	5	94	.000

a. Predictors: (Constant), community growth, economic, job concrete, job abstract, psycho social

Table 10 ANOVA of Self-actualization and the factors of Job-satisfaction of University Teachers

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28944.654	5	5788.931	22.816	.000 ^b
	Residual	23850.336	94	253.727		
	Total	52794.990	99			

a. Dependent Variable: Self-actualization of University teachers

b. Predictors: (Constant), community growth, economic, job concrete, job abstract, psycho social

Table 11 β and t of Self-actualization and the factors of Job-satisfaction of University Teachers

Model	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
	(Constant)	89.005	12.491		7.125
Job concrete	-.608	.951	-.091	-.639	.524
Job abstract	2.040	1.128	.314	1.809	.074
Psycho social	.712	1.329	.101	.536	.593

Economic	.918	.657	.148	1.398	.165
Community growth	1.628	.529	.338	3.077	.003

a. Dependent Variable: Self-actualization of University teachers

Table 7 depicts the descriptive analysis of Mean and SD of Self-actualization and the factors of Job-satisfaction of University Teachers. It resulted that Self-actualization of University Teachers N (100), M (173.01) and SD (23.09) was better than the factors of Job-satisfaction of University Teachers in the area of Job-intrinsic like Job concrete (M= 23.48 & SD= 3.448) and Job abstract (M= 16.31 & SD= 3.55), and the factors of Job-satisfaction of University Teachers in the area of Job-extrinsic like Psycho-social (M= 17.69 & SD= 3.262), Economic (M= 25.40 & SD= 3.725) and Community Growth (M= 17.87 & SD= 4.80). Here, the Economic factor is better than the other factors of Job-satisfaction of University Teachers. The Pearson's Product Moment Correlation (r) between Self-actualization of University Teachers and the factors of Job-satisfaction like Job-concrete and Job-abstract (Job-intrinsic), Psycho-social, Economic and Community Growth (Job-extrinsic) were (.577, .695, .655, .580 and .682) respectively (see Table 8). Table 9 & 11 depicts the Regression of Self-actualization on the basic model ($R = .740$, $R^2 = .548$ & adjusted $R^2 = .524$ $p < .05$) has significant positive relationship with Job-abstract ($\beta 2.040$ $p < .05$), Psycho-social ($\beta .712$ $p < .05$), Economic ($\beta .918$ $p < .05$) and Community Growth ($\beta 1.628$ $p < .05$). But the Job-concrete factor ($\beta -.608$ $p > .05$) has significant negative correlation with Self-actualization of University Teachers (see Table 4.2.10). Table 10 reveals that ANOVA ($F = df 5/94$ 22.816 $p < .05$) between dependent variable like Self-actualization of University Teachers and the Predictors like Job-concrete, Job-abstract, Psycho-social, Economic and Community Growth were significantly correlated. Hence, the directional hypothesis was rejected as the Job-satisfaction and its factors such as Job-abstract, Psychosocial, Economic, and Community Growth have

significant positive correlation with Self-actualization of University Teachers except the Job-concrete factor, which is negatively correlated with Self-actualization.

Findings

Hypothesis 1 There is a positive correlation between Self-actualization and Socio-economic Status, and negative correlation between Self-actualization and Job-satisfaction of University Teachers.

It was found that there was positive and significant correlation between Self-actualization and Socio-economic Status of University Teachers. The components of Socio-economic Status like Socio-cultural, Possession of Goods and Services, Health and Educational were positively correlated with Self-actualization except the Economic component that was negatively correlated. Similarly, self-actualization and job-satisfaction of University Teachers was significantly and positively correlated where the sub-factors of Job-extrinsic of Job-satisfaction like psycho-social, economic and community growth were positively correlated but the sub-factor of Job-intrinsic like Job-concrete was negatively correlated with Self-actualization of University Teachers. On the other hand, the sub-factor of Job-intrinsic like Job-abstract was positively correlated with Self-actualization of University Teachers.

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 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. 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 University teachers. In a developing country like India, University 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 University 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.

Job-satisfaction is a broader concept that is more deeply related with Psycho-social, Physiological and Environmental circumstances that help an individual to work with satisfaction and achieve Self-actualization. In the present study, most of the University Teachers of Assam were more Self-actualized in relation their Job-satisfaction as because they are dedicated and work loving. They always work for the community and national growth such as quality of life, national economy, and they always emphasize on social cooperation and keep coordination with administration rather emphasizing on economy and collection of goods and assets. 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.

References

- [1] Best, J. W. & Kahn, J. V. (1995). Research in Education. New Delhi: Prentice Hall of India Pvt. limited.
- [2] Burden, P. R. & Byrd, D. M. (1999). *Methods for effective teaching* (2nd ed.) Boston, MA: Allyn & Bacon.
- [3] Fikadu, G. and Lemma, S. (2016). Socioeconomic Status and Hypertension among Teachers and Bankers in Addis Ababa, Ethiopia. *International Journal of Hypertension*, 1-7. <http://dx.doi.org/10.1155/2016/4143962>
- [4] Frankl, V. E. (1963). *Man's Search for Meaning*. New York: Beacon Press.
- [5] Govinda, R. and Varghese, N. V. (1993). Quality of primary schooling in India-A Case study of Madhya Pradesh, IIEP, UNESCO.
- [6] Henry, E. G. (2006). *Statistics in Psychology and Education*. Surjeet Publications, 7-K, Kolhapur Road, Kamla Nagar, Delhi-110007, India.
- [7] Hoppock, R. (1936). Age and job satisfaction. *Psychological Monographs*, 47, 115-118.
- [8] Joni. T. R. (1991). *The main ideas on teacher education. Creating strategies for national development in 21st century* [Pokok-pokok pikiran mengenai pendidikan guru. Mencari strategi pembangunan

- nasional menjelang abad XXI]. Jakarta: Grasindo.
- [9] Keller, M. M., Chang, M.-L., Becker, E. S., Goetz, T., & Frenzel, A. C. (2014). Teachers' emotional experiences and exhaustion as predictors of emotional labor in the classroom: An experience sampling study. *Frontiers in Psychology*, 5. <https://doi.org/10.3389/fpsyg.2014.01442>
- [10] Latif, K., Shahid, M. N., Sohail, N. and Shahbaz, M. (2011). Job Satisfaction among Public and Private College Teachers of District Faisalabad, Pakistan: A Comparative Analysis. *Interdisciplinary Journal of Contemporary Research in Business*, 3(8), 235-242.
- [11] Locke, E. A. (1976). What is Job Satisfaction?. *Organizational Behaviour and Human Performance*. 4, 309-336.
- [12] Majercsik, E. (2005). Hierarchy of needs of geriatric Patients. *Gerontology*, 51, 170-173.
- [13] Maslow, A. (1943). A theory of human motivation. *Psychological Review*. 50 (4): 370-396.
- [14] Maslow, A. (1943). A theory of motivation. *Psychological Review*, 50, 370-396.
- [15] Nyamubi, G. J. (2017). Determinants of Secondary School Teachers' Job Satisfaction in Tanzania. *Education Research International*, 2017, 1-7.
- [16] Rahimi, M. & Karkami, F.H. (2015). The role of teachers' classroom discipline in their teaching effectiveness and students' language learning motivation and achievement: A path method. *Iranian Journal of Language Teaching Research*, 3(1), 57-82.
- [17] Sahertian, P. A. (2000). *Konsep Dasar dan Teknik Supervisi Pendidikan*. Jakarta: Rineka Cipta.
- [18] Santhi, S. N. (2012). The Socio-Economic Status of Women Employees in the Organised Sector Particularly of Women Teachers in Collegiate Service. *An Unpublished Thesis Submitted to Bharathidasan University, Tiruchirappalli, Post Graduate and Research Department of Commerce J.J. College of Arts and Science, Sivapuram, Pudukkottai District-622 422, Tamil Nadu, South India.*
- [19] Steverink, N., & Lindenberg, S. (2006). Which social needs are important for subjective well being? What happens to them in aging? *Psychology and Aging*, 21(2), 281-290.
- [20] Taruna and Pooja (2014). An Analytic Examination of Teachers' Job Satisfaction in Senior Secondary Schools. *International Journal of Education and Psychological Research (IJEPR)*, 3(3), 74-78.
- [21] Werang, B. R. (2010). Hubungan keterampilan manajerial kepala sekolah dan status sosial-ekonomi guru terhadap kinerja guru SMA Negeri I Merauke- Papua. *JAM Jurnal Aplikasi Manajemen*, 8(2), 421-429.
- [22] Werang, B. R., Esy, D. and Irianto, O. (2017). The Effect of Teachers' Socioeconomic Status on Elementary Schools' Life in Indonesia: An Empirical Study in the Elementary Schools of Merauke District, Papua. *International Journal of Research Studies in Management (ISSN: 2243-7789)*, 6(1), 23-37.