Self-Perception and Self-Actualization in Academic Administrator of Higher Education Institution

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Abstract

This study investigated the self-actualization and self-perception of male and female academic administrators in universities and colleges in middle Gujarat. A purposive sampling method was used to select 30 academic administrators of middle Gujarat. The participants were administered K. N. Sharma Self-actualization inventory and self-perception to measure their self-actualization and self-perception. For analysis of data ‘t’ test was used. Result revealed that the significant difference was found in self-perception with respect to male and female academic administrator and there is no significant deference between male and female academic administrator on self-actualization.

Key Words: Academic Administrators, Self-Perception, Self-actualization

Introduction:

“The self-actualization word is first given by modern psychologist Kurt Goldstein (1934) and then developed by Maslow (1943, 1954, and 1968) in his job on motivational theories. “Sitting at the highest of Maslow’s “needs of hierarchy” (1943), self-actualisation can be described as persons realizing their potential,
“fulfilling themselves” and “doing the greatest they are able of doing (Maslow, 1954, p.150).” As said by Maslow, this stage in the hierarchy can only be achieved when needs lower towards a lower position in the hierarchy are satisfied.

The needs of hierarchy provided by Maslow has been very effective. Whose beginnings, at the bottom, with physiological needs and growths to security needs; love needs; self esteem needs and lastly the need for self actualisation. The implication of the fulfillment of these secondary needs suggests that the self-actualizing person no longer has the “need” for these motivational drives. Such a personal would subsequently possess specific characteristics which were observed and considered as a result of Maslow (1968). Such characteristics include further accurate decision and perception than non-self-actualizing persons, additional self-acceptance, absence of unnecessary defense and anxiety, spontaneity, and in particular synergy or the resolution of dichotomies such as correct or incorrect. With regard to the self-actualized individual and his/her relative with others, Maslow (1943, 1954) describes key facets to be detachment from societal influences, sovereignty and independence; an individual who is not bound by the expectations and opinions of others, but rather acts upon his/her own will. The self-realized as well methods life with an attitude of “newness or appreciation of old experiences as if they were new” (Wilson, 1969).

“Self-perception is the consciousness of the characteristics that constitute one's self, the self-knowledge -in other words- that is developed to the humans by acting as a viewer of one’s own existence (Brown, 1993).” In understanding the structure of self-concept in additional of a few theoretical models were developed, grouped into dual major categories: one-dimensional and multidimensional. According to Nataraj (1966-67) studied “self-perception of women and self-evaluation in relation to their attitudes towards gender role.” Mishra and others
investigation “perception of human relationship as a function of inter-
individual distances. Shivappa (1969) studied the relationship between n Ach. and self-concept.”

A study by Mukherjee (1965) investigated “the relationship among self-
perception and Need for achievement. He measured self-perception by a 30-item question-naire called Self Insight Test. The test gives seven dimensions of self-image - sociability, perseverance, leadership, flexibility, perfection, intellectual ability, and emotional stability. Need for achievement was measured by Sentence Completion Test constructed by the author. The sample 75 consisted of 87 undergraduates enrolled for introductory psychology course. No significant difference was evident between high and low (median split) groups with regard to their self-perception. But from the figures it, was obvious that high Need for achievement. Group scored higher self-ratings on perseverance and lower rating on intellectual ability.”

“No significant differences were found in- self-perception due to gender. Jones and Grieneeks (1970) studied the measures of self-perception as predictors of scholastic achievement. The subjects were sophomores. They defined self-perception as self-expectations, self-concept of ability and degree of identity of development. The results indicated that self-expectations correlated significantly with GPA for girls only self-concept of ability correlated significantly with GPA for both boys and girls, and identity ratings correlated with GPA for boys and total. The authors commenting on the results observed that it might .well be that the male sophomore is generally a person who has intellectual capacity to, make it college and it is at this point that the nonintellectual /factors of his existence become prominent in controlling his behavior, both academic and otherwise.”

**Objective of this Study:**

The main objectives of study were as under:
1. To study the role of gender of academic administrator on self-actualization.
2. To study the role of gender of academic administrator on self-perception.
3. To study the correlation between the academic administrator's self-actualization and self-perception.

**Hypothesis of This Study:**

1. There will be no significant difference between male and female academic administrator on self-actualization.
2. There will be no significant difference between male and female academic administrator on self-perception.
3. There will be no significant correlation between self-perception and self-actualization in Academic Administrator.

**Variables:**

The following variables were treated as independent variable and dependent variable:

(1) Independent Variables:

   (I) Gender of Academic administrator - Male & Female

(2) Dependent Variables: Score achieved on Self-actualization and Self-perception

**Sample:**

The present study was conducted on 30 academic administrators, in which 15 was males and 15 females. They were selected purposive sampling method from different universities and colleges of middle Gujarat.

**Tools:**

Following tools was used for collecting the data.
(1) **Self-Actualization Inventory:** Self-actualization inventory developed by Dr. K. N. Sharma. This includes 75 statements. Each of these statements is answerable by Makin tick mark into one of the three boxes marked with 'Never', 'Some time', and 'Always.' The test retest reliability of whole test was 0.85 and validity of this scale is very high.

(2) **Self-Actualization:** In order to measure the self-perception of the male and female academic administrator who was working in university and colleges, we were used a self-perception adjective checklist developed by Dr. K. N. Sharma. There are 93 items in this inventory. The Retest reliability is at the rate of 0.83. Content validity of the scale has been established on the basis of ratings. Self-perception and self-acceptance have one factor in common: self esteem. A correlation with kakkar's self-acceptance inventory of the scale in question was found to be 0.34.

**Result and Discussion:**

*Ho.1* *There will be no significant difference between male and female academic administrator on self-actualization.*

**Table: 1**

*Showing ‘t’ score of the Self-Actualization of Male and Female Academic Administrator*

<table>
<thead>
<tr>
<th>Particular</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>‘t’</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>184.53</td>
<td>15.91</td>
<td>0.37</td>
<td>NS</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>182.93</td>
<td>12.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It could be seen the mean scores in Table No.01 and figure no 01 that the male academic administrator demonstrates more self-actualization (184.53) than female academic administrator (182.93). However the outcomes are really remarkable that male academic administrator and female academic administrator have normal difference of self-actualization. The result reveals that the mean score of two groups as regard gender are not differ each other self-actualization and these no difference (t=0.37); therefore null hypothesis No. 1 is not rejected.

Ho.2 There will be no significant difference between male and female academic administrator on self-perception.
Table: 2

Showing ‘t’ score of the self-perception of male and Female academic administrator

<table>
<thead>
<tr>
<th>Particular</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>‘t’</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>255.37</td>
<td>15.44</td>
<td>2.25</td>
<td>0.05</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>242.13</td>
<td>19.63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure: 02

Bar Chart of Mean Score on self-perception in Relation to gender.

It could be seen the mean scores in Table No.02 and figure no 02 that the male academic administrator demonstrates more self-perception (255.37) than female academic administrator (242.13). However, the outcomes are really remarkable that male academic administrator and female academic administrator have much difference of self perception. The result reveals that the mean score of two groups as
regard gender are differ each other on self perception and these difference are significant at 0.05 level (t=2.25); therefore null hypothesis No. 2 is rejected.

Ho.3 There will be no significant correlation between self-perception and self-actualization.

Table: 3

<table>
<thead>
<tr>
<th>Particular</th>
<th>N</th>
<th>M</th>
<th>‘r’</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Actualization</td>
<td>30</td>
<td>183.73</td>
<td>0.29</td>
<td>0.05</td>
</tr>
<tr>
<td>Self-Perception</td>
<td>30</td>
<td>248.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is clear from table no 3 that the correlation between self-actualization and self-perception is reported 0.29 which is positive correlation and significant at 0.05 level. The coefficient of correlation between the two dependent variables i.e. self-actualization and self-perception indicate that the high score on self-perception leads to more self-actualization.

Conclusion:

(1) There was no significant difference in self-actualization between male and female academic administrator. Result indicate that the male and female academic administrator have no difference in self-actualization.

(2) There was significant difference in self-perception between male and female academic administrator. Result indicate that the male has better self-perception to compare female.

(3) There was significant correlation between self-actualization and self-perception in academic administrator. Result indicate that the academic administrator has correlation in self-actualization and self-perception.
Reference


