

Self-Actualisation and Job-satisfaction of College Teachers in Assam**Dr. Niranjan Thengal¹**DOI: <https://doi-ds.org/doi/10.2025-55359566/ADEJ/V2/I2/NT>**Review: 18/08/2025****Acceptance: 25/08/2025****Publication: 12/09/2025****Abstract**

In the current research, the researcher intended to observe the association among self-actualization & job-satisfaction among college teachers in Assam. Descriptive survey study design has been utilized to study the relationship between self-Actualizations and job-satisfaction. 200 college teachers were chosen as a sample using a simple random sampling approach. Data collection was done by the help of Self-Actualization Scale developed by Prof. K. N. Sharma (2009) and Job-satisfaction Scale created by Dr. Amir Singh and Dr. T. R. Sharma (2012). Data were analyzed using statistical techniques like Mean, SD, Kruskal-Wallis H Test, Pearson's Product Moment Correlation, Regression, and ANOVA. Research's outcomes showed that college teachers have a low level of self-Actualizations. But their job-satisfaction was found to be high. Moreover, a significant positive correlation has been found between job-satisfaction and self-actualisation of college teachers.

Keywords: *Self-Actualization, Job-satisfaction, College Teachers.*

Introduction

Teachers are regarded as social reform's most essential asset. Their educational background, career experience, moral fiber, and other attributes all inspire students to reach their full potential. Thus, society needs to provide teachers with a respected position. They instruct students on how to navigate the actual world. But in order to fulfill their function as educators, instructors themselves had to possess the best human personalities. Otherwise, without competent teachers, even the greatest curriculum would be ineffective. It is therefore appropriate that they become aware of their potential. Abraham Maslow refers to realizing one's own potential as "self-actualization." Self-actualization, according to Maslow, is "the desire to become everything that one is capable of becoming." Stated differently, self-actualization refers to the complete utilization of one's own potential. In order to maximize the student's potential, teachers need to be self-actualized. "Successful professional teachers are self-actualizing individuals who is responsible for the meaningful lives along with making a significant contributions to the self-actualization potential of learners under their guidance," as per Frankl (1969). Therefore, it is not just the self-actualisation of teachers, that is important for their professional success, but also a self-actualised teacher can provide a healthy, open, caring, and creative learning environment for the students and let them be what they want to be and could be. However, teachers' self-actualisation however, is dependent upon a number of variables, including socioeconomic status, pre- or in-service training, a sufficient wage, the student body, job satisfaction, and so on. Even the most effective educators are powerless to change how students learn unless they are happy in their roles. A study on the aspects influencing Tanzanian secondary school teachers' job satisfaction was done by Nyamubi (2017) who discovered that teachers stayed happy with the fair compensation packages associated with their labor input, opportunities for the development of careers, timely promotions, a clear system for individual appraisal, as well as necessary conditions for the workplace. They were also happy with their cooperation and friendships with students and coworkers as well as the community respect, all of which raised their satisfaction in teaching. Therefore, to ensure maximum development of the students, the teachers must be self-actualised as well as satisfied with their job. Otherwise, all the efforts, money, and time that are being devoted to education would be none but a waste.

Significance of the Study

According to Palmer (1998), 'we teach who we are'. Since they have a firm foundation in self-knowledge, the best educators are intimately familiar with both their pupils and their subjects (Palmer, 1998). Both teachers and students acquire lifetime learning skills. After studying self-actualized individuals, Abraham Maslow concludes that these people are creative and unrestricted in their ability to contribute back to society. As a result, self-actualized educators are typically eager learners who are inventive, creative, and receptive to new ideas Children's potential must be developed by highly competent teachers. The only teachers who can maximize human resource development are self-actualized ones. By integrating them into a safe learning environment, they can inspire students to realize their inner potential. Teachers need to be self-actualized to guarantee the student's holistic development.

However, several factors influence self-actualisation of teachers such as socio-economic status, job-satisfaction, health condition, support system, and so on. It is usually seen that teachers' efficiency is very much influenced by the kind of satisfaction they draw

¹ **Dr. Niranjan Thengal**, Assistant Professor, Department of Education, Kampur College, Kampur, Nagaon, Assam, Email Id: thengal12niranjan@gmail.com

from the job. Several researchers have researched the relationship between job-satisfaction and self-actualisation of teachers. Schell and Zinger (1985) examined the self-actualisation, job-commitment, and job satisfaction of Ontario funeral directors and found a moderate level of job-satisfaction as well as job-commitment of funeral directors. Tariq (2012) investigated the relationship of self-actualisation with job-satisfaction: Pakistan's organizational perspective, which revealed a negative correlation between job-satisfaction and self-actualisation.

Since teachers, particularly those at colleges and universities, are primarily responsible for the development of human resources, research should be done on the relationship between job satisfaction and self-actualization as well as the teachers' levels of both. In this study too, an attempt has been made to investigate the correlation between job-satisfaction and self-actualisation of college teachers of Assam.

Objectives

1. To assess the level of job-satisfaction and self-actualisation of college teachers.
2. To determine the correlation between college teachers' satisfaction with their jobs and self-actualization.

Hypotheses

1. There is a high level of self-actualisation and job-satisfaction among college teachers.
2. There is a "negative correlation between self-actualisation and the job-satisfaction of college teachers.

Methodology**Design**

A descriptive survey research design has been utilized to explore the relationship between self-actualisation and job-satisfaction of college teachers".

Population and Sample

Table 1 Population & Sample

College (N=301)	Simple Random Sampling Technique (<i>Lottery approach</i>) was used to draw the names of the colleges	
College (n=8) I, II, III, IV, V, VI, VI, VIII		
The researcher collected the email addresses of all the teachers of the selected colleges and took their consent to respond to the questionnaires. Then he emailed the questionnaires to the teachers. Finally, 200 teachers responded and submitted the filled questionnaire to the email of the researcher. See the lists of teachers (n) belonging to the respective colleges who finally responded to the questionnaires.		
College-I	n=26	
College-II	n=21	
College-III	n=24	
College-IV	n=27	
College-V	n=29	
College-VI	n=25	
College-VII	n=21	
College-VIII	n=27	
Total	200	

Tool used

In the present study Self-actualisation Scale, developed by Prof. K. N. Sharma (2009) and Job-satisfaction Scale, formed by Dr. Amir Singh and Dr. T. R. Sharma (2012), were utilized for data collection.

Statistical Techniques used

In this study, statistical techniques like Mean, Pearson's Product Moment Correlation, Kruskal-Wallis H Test, SD, ANOVA & Regression were used.

Analysis and Result

Hypothesis 1: *There is a high level of self-actualisation and job-satisfaction among college teachers.*

To assess the self-actualisation and job-satisfaction levels of college teachers the researcher calculated Kruskal-Wallis H Test to determine the significant variations among the levels of self-actualisation and job-satisfaction.

Table 2. Kruskal-Wallis H Test for the College Teacher's Self-actualisation level

"Group	Self-actualisation	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 estimate that has been corrected for ties in the data's ranks)		

Table 2 displays the results of the "Kruskal-Wallis H Test (1.857). With the significance level set at 0.05, the modest p-value (.431), which was obtained by correcting the Chi-Square approximation for the presence of ties in the data ranks", showed that there was no major difference in the participants' ratings of the individual assignment. As compared to high and moderate mean ranks, college instructors' highest mean rank (106.41) indicated a superior significant response degree of self-actualization. Thus the level of self-actualisation was low among college teachers. The test's outcome was expected and not statistically significant.

Table 3 Kruskal-Wallis H Test for Job-satisfaction level of Teachers of college

"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 estimate that has been corrected for ties in the data's ranks)		

Table 3 displays the results of the Kruskal-Wallis H Test (9.850 $p < .05$), where a significant difference in the participants' ratings of the individual assignment was found using the Chi-Square approximation, adjusted for the presence of ties in the data ranks. Compared to other mean rankings of job-satisfaction levels, the greatest mean rank among college professors (137.83) indicated a superior significant response level of job-satisfaction. Thus, college teachers were highly satisfied with their jobs. The test's outcome was significant and in the expected direction.

Hypothesis 2: *There is a negative correlation between self-actualisation and job-satisfaction of college teachers.*

To test this hypothesis, the researcher calculated Mean, SD, Pearson's Product Moment Correlation, Regression, and ANOVA.

Table 4 Mean and SD of Self-actualisation & Several Factors of Job-satisfaction of College Teachers

		N	Mean	S.D
Self-actualisation of College teachers		200	175.54	23.221
Job satisfaction factors of College teachers				
Factors	Sub-factors			
Job-intrinsic	Job abstract	200	16.27	4.007
	Job concrete	200	23.00	4.088
Job-extrinsic	Economic	200	24.97	4.012
	Psycho social	200	17.80	3.751
	Community growth	200	16.65	4.687

Table 4 shows the descriptive evaluation of SD & Mean of self-actualisation and the factors for the college teachers' job satisfaction. It is seen that self-actualisation of college teachers N (200), M (175.54), and SD (23.22) has been found better as compared to the factors of job-satisfaction Economic (M= 24.97 & SD= 4.01), Community Growth (M= 16.65 & SD= 4.69), "Psycho-social (M=17.80 & SD=3.75), Job abstract (M= 16.27 & SD= 4.01) and Job concrete (M= 23.00 & SD= 4.09). Where, the Economic factor has been better in comparison to the any other factors of college teacher's job-satisfaction.

Table 5 Pearson's Product Moment Correlation for Self-actualisation & Job-satisfaction" of College Teachers

Pearson Correlation	Factors of Job Satisfaction				
	Job concrete	Job abstract	Psycho social	Economic	Community growth
Self-actualisation of College teachers	.538	.603	.634	.613	.591
Sig. (1-tailed)	.000	.000	.036	.000	.000
N	200	200	200	200	200

Table 6 R, R2 and adjusted R2 of Self-actualisation & Job-satisfaction factors of College 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	.671 ^a	.451	.436	17.432	.451	31.824	5	194	.000

a. Predictors: (Constant), community growth, Economic, Job abstract, Job concrete, psycho-social"

Table 7 β & t of Self-actualisation and the factors of College Teacher's job-satisfaction

Model		Un-standardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	98.869	8.537			11.581	.000
	Job concrete	-1.186	.649		-.209	-1.829	.069
	Job abstract	.916	.790		.158	1.159	.248
	Psycho social	1.855	.879		.300	2.110	.036
	Economic	1.697	.594		.293	2.858	.005
	Community growth	.821	.489		.166	1.680	.095

a. Dependent Variable: Self-actualisation of College teachers

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Table 8 ANOVA of Self-actualisation & job satisfaction-factors of College Teachers

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48353.056	5	9670.611	31.824	.000 ^b
	Residual	58952.624	194	303.880		
	Total	107305.680	199			

a. Dependent Variable: Self-actualisation of College teachers

b. Predictors: (Constant), community growth, Economic, Job abstract, Job concrete, psycho-social"

Table 5 displays the "Pearson's Product Moment Correlation (r) among college teachers' self-actualization as well as job satisfaction factors such as job-abstract & job-concrete (intrinsic), Economic, Community Growth, and Psycho-social (extrinsic), which were, respectively, (.603,.538,.613,.591, and .634). Table 6 displays the Regression of self-actualisation on the basic model ($R = .671$, $R^2 = .451$ & adjusted $R^2 = .436$ $p < .05$) has a significant positive association with the Job-abstract ($\beta .916$ $p < .05$), Community Growth ($\beta .821$ $p < .05$), Economic ($\beta 1.697$ $p < .05$) and Psycho-social ($\beta 1.855$ $p < .05$). But the Job-concrete factor ($\beta -1.186$ $p > .05$) has shown a significant negative association with the self-actualisation of college teachers (refer to Table 7). Table 8 discloses that ANOVA ($F = df 5/194 31.824$ $p < .05$) among dependent variables such as self-actualisation of college teachers and there was a substantial correlation found between the predictors, including Job-concrete, Economic, Job-abstract, Community Growth, and Psycho-social. Therefore, the directional hypothesis has been disproved because job satisfaction and its components—Job-abstract, Psycho-social, Community

Growth, and Economic —have a significant positive link with college teachers' self-actualization, with the exception of the job-concrete aspect, which has a negative correlation.

Conclusion

The statistical study yielded the conclusion that the level of self-actualisation among college teachers was low. But they were highly satisfied with their job. Further, there has been a significant positive association among self-actualisation and well job-satisfaction among teachers of college where the job-abstract sub-factor of job-intrinsic satisfaction and psycho-social, economic as well as growth of community sub-factors of job-extrinsic satisfaction has been found a statistically significant positive correlation with their self-actualisation. However, exceptionally, the job-concrete sub-factor of job-intrinsic satisfaction has been negatively correlated with self-actualisation of college teachers. The result of this study indicates that higher job-satisfaction motivates teachers to improve their efficiency and thereby achieve self-actualisation. Therefore every possible step should be taken to ensure very high job-satisfaction among teachers.

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