

IMPACT OF SELF ACTUALIZATION ON WORKING WOMEN'S CAREER AND FAMILY

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Abstract

This research paper emphasized the impact of self-actualization on working women's career and family. The present investigation has been undertaken with the objectives of study, compare and see the relationship of the self-actualization of working women of degree colleges and colleges of education of rural and urban areas in relation to their career and family values. Self-Actualization is the only driving life force that ultimately lead to maximising one's capabilities and establishing the pathway of one's life. In reality, married professional women have the tendency to subordinate their own career aspirations to those of their husband and tend to reduce their work involvement in work so as to be able to attend to the conventional requirements of child-rearing and household duties. The fact is that the employment of married women has tremendous implications for the family, especially, in the case of career-oriented women who are engaged in male dominated professions and which are assumed to require stronger and more consistent career commitment.

In the era of globalization when the philosophy of man (his nature, his goals, his potentialities, and his fulfillment) changes dynamically, then everything also changes at a faster pace. Not only the philosophy of politics, of economics, of ethics and values, of interpersonal relations and of history itself change, but also the philosophy of education, the theory of how to help men become what they can and deeply need to become gets changed. This means that the main philosophy which should guide any society to cope up the dynamic changes should focus on the ways for stimulating growth and development of individual, thus developing wellbeing in one's life. Humanistic psychology works on the same philosophy which defines itself as a "third force". The best known proponents of third force who believe that the inner nature of an individual or the self need to be developed for the well being and quality of life of a person are: Kurt Goldstein, Carl Rogers and Abraham Maslow. The common construct focused by all the three psychologists was "Self-Actualization".

Self-actualization as a construct has been defined in different ways by different authors. According to Kurt Goldstein (1934)²¹ "Self-Actualisation is the

only driving life force that ultimately lead to maximising one's capabilities and establishing the pathway of one's life." He was the first to introduce the concept of self-actualization. He described the concept as a "driving force" which resides within human beings and motivated a person to develop their innate abilities to the fullest. Under the influence of Goldstein, Abraham Maslow redefined self-actualization as a "desire" to be "more and more of what one is", rather than a "driving force" to maximize all one is capable of.

According to Abraham Maslow (1943) "Self-actualization is the desire in a human being to become actualised in what he is capable of becoming". Maslow felt that self-actualization give an individual a desire to achieve their ambitions.

According to Maslow's theory of Human Motivation human behavior is motivated by a set of needs. The five different levels of hierarchy of needs are displayed as under

1. **Physiological Needs:** These include the basic needs that are necessary to survival, such as the need for water, air, food, and sleep.
2. **Security Needs:** These include needs for safety and security. Security needs are important for

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survival, for example, good health, safe environment etc.

3. **Social Needs:** It comprises of needs for belonging, love, and affection. The relationship such as friendship, families and acceptance in social, community, or religious groups helps to fulfill this need.
4. **Esteem Needs:** These needs include the need for things that could be a sign of self-esteem, personal worth, social recognition, and accomplishment.
5. **Self-actualizing Needs:** This need is the highest level of Maslow's hierarchy of needs. Self-actualizing people are self-aware, focus on personal growth, not very concerned with the opinions of others and desire to achieve their potential

CAREER AND FAMILY VALUES

Family is a nurturing center of the human personality. It is an irreplaceable support system, which enables the individual to cope effectively with the multiple demands of every day life.

Family as an essential unit of the social system affects and is affected by external systems, with the result that in every society, numerous processes of change operate simultaneously bringing about variations and modifications in its structure and functioning. Early scholars of family studies have so far studied many aspects of family such as parent-child relationship, social and ecological interdependence of society and family, marital satisfaction across the family life cycle, patterns of dominance, single parenting, divorce rates, etc.

It has been seen that educated women's participation in traditional and nontraditional occupations has brought revolutionary changes, in their personal, financial, social and professional roles. As a result, the concept of "working women" has been changed into "career women". The extent of educational facilities available to women, have provided them with greater opportunity to make a career in diverse modern professions such as architecture, engineering, law etc.

Rossi (1965) was the first to suggest the utility of differentiating career-oriented women as women pursuing traditional careers and women pursuing male-dominated careers. Women pursuing non-traditional occupations were also termed as

"pioneer occupations" as these occupations hitherto had been men-predominated.

Tangri (1972) and Almquist (1974) have defined, women pursuing non-traditional careers as "role innovators." Thus the terms "pioneer", "innovator" and "non-traditional" have been used interchangeably in differentiating women pursuing career in male-dominated fields which are assumed to require stronger and more consistent career commitment. As a consequence the domain of "work and family" has emerged as a distinct area of research requiring special focus upon 'career women'.

White R. (1978) observed that women's increased employment often had allowed families to enhance their quality of living. Professionally qualified women were striving seriously to combine career with marriage and family and make a career for their own satisfaction and sense of achievement. In fact, a person's work life is central to his or her individual's sense of identity; self-esteem and its quality serves to contribute to the quality of personal life.

Rapoport and Rapoport (1971) stated that the term "career" designates those types of jobs which require a high degree of commitment and which have a continuous development character. Daughlas Hall (1976) defined a career as the individually perceived sequence of attitudes and behaviour associated with work-related experiences and activities over the entire span of a person's life. Thus, career involves more than just holding a series of job. One's career is a part of his or her life. The term "profession" is defined as an occupation which requires a specific body of knowledge, special training of advanced nature, is bound by code of ethics and has developmental sequence, and requires intellectual effort and a high degree of commitment. Women occupied in such jobs could be called as "Professional Career Women."

In reality, married professional women have the tendency to subordinate their own career aspirations to those of their husband and tend to reduce their work involvement in work so as to be able to attend to the conventional requirements of child-rearing and household duties. The fact is that the employment of married women has tremendous implications for the family, especially, in the case of career-oriented women who are

engaged in male dominated professions and which are assumed to require stronger and more consistent career commitment.

NEED OF THE STUDY

The importance of teacher has been expressed in the the report of the education commission of India (1964-66) as 'The Destiny of India is Now Being Shaped in Her Classrooms.'

As already mentioned above the leaves a deep impression on the young pupils. Unless the teacher believes in and tends towards self-actualization, it is futile to expect a healthy group of citizens with humanistic values. A teachers behavior generally differs from one kind of teaching situation to another. Though the significance of teachers is recognized everywhere, the school teachers in India is not having equal socio economic status as enjoyed by his counterparts in the developed nations.

REVIEW OF RELATED LITERATURE

Kusum (2011) conducted a research on "Effect of Organizational Role Stress, Ego-Strength and Self-actualization on Burnout among secondary school teachers of Delhi". In the study descriptive method was used and data was statistically analyzed by using Mean, Standard Deviation, t-test and Multiple Correlation. The findings related to self-actualization were as follows: Majority of the secondary school teachers (68.75%) are falling in medium level self-actualization. There is significant combined influence of organizational role stress, ego strength and self-actualization on emotional exhaustion among secondary school teachers. 63 There is significant negative relationship between self-actualization and burnout by partially out organizational role stress and ego strength among secondary school teachers.

Karen W. Zimmerman, M. Marguerite Scruggs (2009) determined the possible relationships between selected background characteristics and degree of self-actualization of home economics teachers. Two groups of the teachers, 10 who scored high and 10 who scored low on the POI were selected for the study. It was found that there is no significant difference in teacher- student rapport was found between the two groups of teachers

Itai, I (2008) studied the Self Actualization in the individualistic Cultures only. It was revealed that out of the total twelve scales on ten scales British

respondents scored higher than the Indian respondents on self-actualization. It was also found that the selfactualization as defined by Maslow cannot be properly applied to collectivistic cultures in the same way they can be in individualistic cultures.

Kaur (2008) conducted a study in which data was collected on 1360 secondary school teachers (680 males, 680 females) from different rural, urban, government and private secondary schools. She examined that relationship of Emotional Intelligence with Self-Actualization. It was found that there is a positive and significant correlation between Emotional Intelligence and Self-Actualization of secondary school teachers.

Francis, N. H. &Kritsonis, W. A. (2006) did the analysis of Abraham Maslow's Original Writings of Self-Actualizing People. The analysis of the review of literature showed that Maslow's hierarchy of needs have had intense impact in the area of psychology. In addition, the authors present information regarding self-actualized people, theorists of psychology, humanistic principles, culture, and other related issues.

Charles R. C. & Paul B. H. (2006) investigated the level of self-actualization of high school biology teachers and student progress. There were no differences in biology achievement or critical thinking scores of students of teachers with different degrees of self-actualization. However, when grouped according to their success in increasing students' critical thinking ability, effective teachers could be distinguished from ineffective by their scores on the "existentiality" and "capacity for intimate contact" subscales

Fetzer, S. J. (2003) in her article "The Role of SelfActualization in the professionalism of associate nurses" collected data from 304 associate degree nursing graduates and found that selfactualization was positively related to professional attitudes, values, and behaviors.

OBJECTIVE OF THE STUDY

The present study has been undertaken with the view to fulfill the following objectives:

1. To study the self-actualization of working women of degree colleges and colleges of education.
2. To compare the self-actualization of working

women of degree colleges and colleges of education.

3. To study the self-actualization of working women of rural and urban areas.
4. To compare the self-actualization of working women of rural and urban areas.
5. To study the self-actualization of working women in relation to their career and family values
6. To compare the self-actualization of working women in relation to their career and family values
7. To find out the self-actualization of working women in relation to their career and family values with regard to rural and urban areas.
8. To find out the self-actualization of working women in relation to their career and family values with regard to degree colleges and colleges of education.

METHOD AND PROCEDURE

Sample for the present study is inclusive of 200 working women of colleges. It consist of 100 working women of degree colleges and 100 working women of colleges of education from urban and rural areas selected randomly.

MEASURES USED FOR DATA COLLECTION

1. Self-Actualization Inventory [SEAI] [1986] by Dr. K. N. Sharma.
2. Career and family values Scale by Md. Sadhna Tamwer and Prof. Kulwinder Singh

CONCLUSIONS

The following conclusions have been derived from the present investigation. These are as below:

1. There is a significant mean difference in the scores of self-actualization of working women of degree colleges and colleges of education as is clear from table number 4.1. So we can conclude that the hypothesis number 1 is confirmed.
2. There is no significant mean difference in the scores of self-actualization of working women of rural and urban colleges as is clear from table number 4.2. So we can conclude that the hypothesis number 2 is rejected.
3. There is a significant mean difference in the scores of career values of working women of degree colleges and colleges of education as is

clear from table number 4.3. So we can conclude that the hypothesis number 3 is accepted.

4. Career values of working women of rural and urban colleges has no significant mean difference in the scores as is clear from table number 4.4. So we can conclude that the hypothesis number 4 is rejected.
5. There is a significant mean difference in the scores of family values of working women of degree colleges and colleges of education as is clear from table number 4.5. So we can conclude that the hypothesis number 5 is confirmed.
6. There is no significant mean difference in the scores of family values of working women of rural and urban colleges as is clear from table number 4.6. So we can conclude that the hypothesis number 6 is rejected.
7. There is no significant relationship between the career values and family values of working women of rural and urban colleges as is clear from table number 4.7. So we can conclude that the hypothesis number 7 is rejected.
8. Career values and family values of working women of degree colleges and colleges of education does not no significant relationship as is clear from table number 4.8. So we can conclude that the hypothesis number 8 is rejected.
9. There is no significant relationship between the career values and self-actualization of working women of degree colleges and colleges of education as is clear from table number 4.9. So we can conclude that the hypothesis number 9 is rejected.
10. There is no significant relationship between the career values and self-actualization of working women of rural and urban colleges as is clear from table number 4.10. So we can conclude that the hypothesis number 10 is rejected.
11. There is no significant relationship between the family values and self-actualization of working women of degree colleges and colleges of education as is clear from table number 4.11. So we can conclude that the hypothesis number 11

is rejected.

12. There is a significant relationship between the family values and self-actualization of working women of rural and urban colleges but no significant relationship of urban colleges as is clear from table number 4.12. So we can conclude that the hypothesis number 12 is partially confirmed.

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