Self-actualization and value orientation among primary school teachers in Bhutan

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ABSTRACT

The purpose of this study was to find out the difference between self-actualization and value orientation among primary school teachers. The study was conducted on a sample of 100 primary school teachers of Dagana and Wangduephodrang districts in Bhutan. Equal distributions of 50 male and 50 female teachers were selected by using simple random sampling technique. Descriptive survey method was used by the investigator in the study. The tools applied by the investigators were Self-actualization scale and Value orientation scale and for analysis and interpretation of results, t-test and correlation were used.

Keywords: Self-actualization; Value Orientation; Primary School Teacher

1. INTRODUCTION

In the world of 21st Century, where the competition is at its peak people cannot think of surviving without the education. Education helps the man to come out of life of ignorance, poverty, misery and leads him to better and safer places where he is content and satisfied. Generally speaking, people feel content only when he learns to value his own life, appreciate the things around it. Environment in which one lives also plays in important role. People learn from the environment through interacting with it.

Education should not only focus in producing great people without human values. It should produce good people with human values. All human must possess human values. It helps in bringing peace, compassion and love instead of violence. Okoh, (2003 as cited by Dienye and Iwele 2011), education is the activity of preserving, developing and transmitting the culture of a people from one generation to another. A Country or a society is known by its culture.

It gives an identity to the society/nation. Societies are differentiated from one another through their cultural expressions. Therefore every society makes efforts to preserve its culture by transmitting it from one generation to the next through education. Education should not be simply information sharing but also strong promoter of values and cultures. Learning is life long process and it has no end. It is not confined to four walls of the classroom.

For better imparting of knowledge teacher should have job satisfaction. They should love and respect teaching. Their personal emotions and problems should not hinder the professional career. They should worship their work. To be happy and satisfied with their job and responsibilities one should be self actualized. Self actualization is very much essential in the delivery of their best in any of the jobs.

To meet the demands of the growing populations various educational institutions were established to provide education through distance mode. Depending upon the conveniences of people they could opt for various modes. Teaching learning does not solely focus upon the content delivery. Important task of the schools is to teach values, to discipline students and to contribute to moral and character development (Akbaş, 2007). What Akbas wants to convey is that school should focus on all round development of a child. Importance should be given not only in content delivery but also in the development of a child as high morale and cultured person. Along with the delivery of the content, human values need to be infused in children. Children should learn to appreciate their own age old tradition and culture, value their friendship and relationship, love their parents and respect elders intrusively. In the words of Philip Millington, Educating youth in a right way is what has much greater meaning than conquering Troy. Self actualization and Value orientation are two variables of this present study.

1. 1. Education in Bhutan

Until 1961, modern education system was not very common in Bhutan. Monastic education was prominent feature till 1950's although as early as 1914 two schools were established by the First King of Bhutan, Ugyen Wangchuck. Those two schools were established mainly for the preparation for the increase contact to the outside world. Few more schools started offering modern education in 1920's. Country's first developmental activities began with the establishment of first five year plan in 1961. It also marked the year of start of modern education. The education system of Bhutan was mainly focused on the passing of values and preparing the youths for the tomorrows leader based on the unique philosophy of Gross National Happiness (GNH).

Modern education today is seen as an important means for the socio-economic development and progress in Bhutan. Education system of Bhutan is unique from the rest of the world as it particularly focuses on imparting of sense of respect, belongingness, culture and tradition of the country.

Basically, Education and health services are provided free of cost. Schooling is free till the child attends the tenth grade. Higher education solely depends upon their performances in

tenth and twelfth grade. If they secure good percentage of marks they would be enrolled in government schools where it is free, but if they fail to qualify with good percentage of marks they land up in private schools with self funding.

The education system in Bhutan has undergone tremendous changes over the years and it is still in the process of change. Changes are being brought as the nation felt the need of an education. Importance is given to all the levels and types of education. The education system of Bhutan is structured as follows;

1. Monastic Education
2. General education
3. Non Formal Education(NFE)

Monastic Education in Bhutan is controlled and managed by Central Monastic Body and privately managed independent monasteries. 149 students were enrolled in monasteries in 2004-2005. Almost all the students were boys.

The general modern schooling is managed by both government and private. The number of government school far exceeds the number of private schools. The general modern schooling is of three phases;

Phase One: 11 years of basic education. (Class PP-10)
Phase Two: 2 years of Higher Secondary Education or Vocational Training (Class XI-XII).
Phase Three: 3 years of Tertiary Education. (Class XIII- XV)

Within 50 years, modern education system has increased from 11 schools in 1961 to 815 schools and institutions in 2015. It also includes Early Childhood Care and Development centers(ECCD), primary schools to higher and technical institutions. The Gross Enrolment Ration for ECCD increased from 9% in 2014 to 17% in 2015. The detailed information on the enrolment of atudents and facilitators are shown in the following table.

Table 1

Types of ECCD	No. of Centres	Enrolment			Facilitators		
		Boys	Girls	Total	Male	Female	Total
Community ECCD centres	198	2182	2277	4459	311	10	321
Private Childcare	53	712	723	1435	1851	4	189
Total	251	2894	3000	5894	496	14	510

Source: Annual education statistical, Bhutan, 2015

Table 2

Year	Students			Annual growth	
	Boys	Girls	Total	Growth	%
2015	50,099	49192	99291	-2376	-2.3%

2014	51193	50474	101667	-2656	-2.5%
2013	52622	51701	104323	-6252	-5.7%
2012	55624	54951	110575	598	1%
2011	55941	55232	111173	804	1%
2010	55346	55023	110369	1527	4%
2009	54705	54137	108842	2742	3%
2008	53571	52529	106100	1622	2%
Average annual growth rate				-0.13%	

Source: Annual education statistical, Bhutan, 2015

In 2015, a total number of students enrolled in primary and secondary school decreased by 2376 students compared to 2014. In 2014 total number of enrolment in primary and secondary schools were 101,667 students and 99,291 students in 2015. Due to the increased in the level of basic education to grade X, there was an increase in the enrolment of students from 40,855 in 2008 to 53,678 in 2015. The average increase in student is 4% over the last seven years. Till 2015 there were 149 Lower (VIII) and Middle Secondary Schools (X).

Table 3

Year	Enrolment in Class VIII – X			Annual growth	
	Boys	Girls	Total	Growth	%
2015	25,870	27,808	53,678	349	0.7%
2014	25,766	27,563	53,329	1730	3.4%
2013	24,833	26,766	51,599	771	1.5%
2012	24,530	26,298	50,828	1994	4.1%
2011	23,606	25,228	48,834	2112	4.5%
2010	22,598	23,764	46,722	3117	7.1%
2009	21,627	21,978	43,605	2750	6.7%
2008	20,353	20,502	40,855	1944	5.0%
Average annual growth rate				4.1%	

Source: Annual education statistics, 2015

The number of students studying in class XI and XII increased from 10,157 in 2008 to 18433 in 2015. Till 2015 there were 40 government higher secondary schools and 18 private higher secondary schools in Bhutan.(Annual education statistics, Bhutan 2015)

Graph showing the growth in number of schools and institutions in Bhutan

Growth in number of schools and Institutes
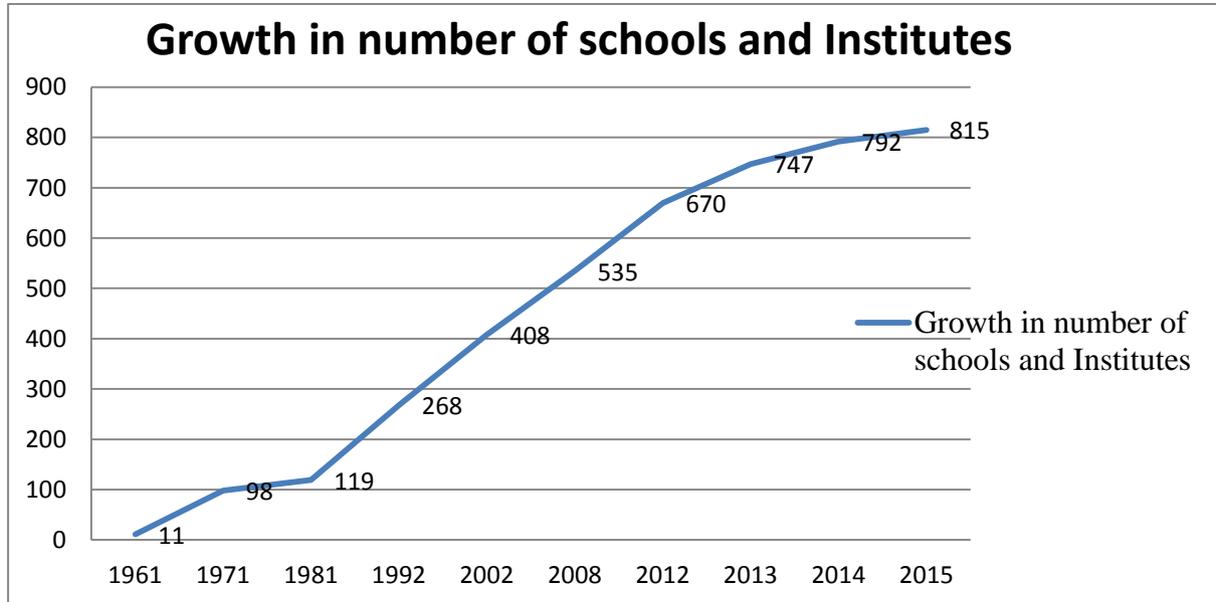
Source: Annual education statistics, Bhutan, 201

1.2. Self-actualization

Kurt Goldstein was the first person to coin the term self-actualization. Self actualization can be defined as what one is to become as per his ability or potentials. According to Maslow, self-actualization does not determined one's life; instead it gave desire to the individual, or motivate individual to achieve their ambitions. Self actualization can also be expressed as one's creativity, pursuit for spiritual enlightenment, quest for knowledge, and the desire to help society. Self-awareness is the first step toward self-actualization or self fulfillment.

The concept of Self Actualization became more prominent after Abraham Maslow introduced the hierarchy of needs theory. As per him people try to achieve the basic needs first gradually leading towards the final level of psychological development. Self-Actualization is but self-discovery, self-reflection, self-realization and self-exploration. It refers to the state where one has attended the perfection. Self-actualization is a process of differentiating good qualities from the bad in themselves. It is also exploring the best qualities in oneself that would be beneficial to help others. Self–actualization is defined as using of one's potentials, to become everything one is capable of. To actualize is to understand his own potentials and make use of it for the betterment of others. Maslow (1954) defined Self-Actualization as intrinsic growth of what is already in the organism or more accurately of what is the organism itself.

Kaur (2008) as cited by Vikram P. Hiremath (2015) defined self actualization as, development not related to physical characteristics, but to maturity, social interaction skills and the capability to better understand the self, is also known as self-actualization. From the

above definition it can be understood that self actualization refers to qualities of a man to define self; understand and discover ability of self. What a man can be, he must be. He must be true to his own nature. To support the statement, Kurt Goldstein defined Self actualization as what we can be, we must be. We must be true to our own nature. This need we call it as self actualization. Work value, has significant influence on the self-actualization of teachers. When teachers' needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance (Reis *et al*., 2000). Teachers are also human beings. They will also have various needs to be satisfied in their lives and the failure to satisfy their needs would lead to frustration, lack of interest towards work. The performance level increases with the increase in the satisfaction level of the teachers. Higher the satisfaction levels better the performance of the teachers and vice versa.

1. 3. Maslow's hierarchy of needs

Human nature is good basically; it's not evil unless the greed overcomes it. Every human being wants to move towards self actualization. All people try to achieve perfection and have a desire to help others. Very few people attain the self actualization since the path to self actualization required lots of sacrifices and hard work. Every person wants to have change but nobody wants to bring change in themselves. That becomes the greatest hindrance to attaining self actualization. Maslow's book, Motivation and Personality gave rise to the philosophical revolution which led to the evolution of the humanistic Psychology. This brought change in the view of human nature, from a negative to a more positive view. This very change has motivated man to realize his full potential. Self actualized person always try to find solution for the social and cultural problems rather than their individual and personal problem. Norwood (1999) stated that Maslow's hierarchy can be used to describe the kinds of information individual's seek at different levels of development. For example, individuals at the lowest level seek coping information in order to meet their basic needs. Information that is not directly connected to helping a person meet his or her needs in a very short time span is simply left unattended.

- ❖ Physiological Needs: It is the basic necessity required for human to survive. It is a need for oxygen, food, water. Although this need is at the lowest level yet it's very important. If this need is deprived, the person would die.
- ❖ Safety Needs: People often display signs of insecurity in their lives, insecurity of job and their future. They need to be safe. They longed for protection, stability and pain avoidance. They fear that these may be lost. Fear can be a distracter for the attainment of self actualization.
- ❖ Social Needs: At this level people are in need of love, affection, inclusion, acceptance and belongingness. People need to have socialization, be with others and wants to be a part of society in which he lives. Feelings of loneliness and alienation are to be eliminated and focus on giving and receiving love and affection.
- ❖ Esteem Needs: If people do not fulfill these needs, they feel morally low, weak, low self esteem, inferior and worthless. Here people want respect, they need to be respected by others, and they like to feel good about themselves.
- ❖ Self-Actualization Needs: It is the highest level of needs as per Maslow. This is point where people express his potential to be what he can. It is person's need to be and do that for which the person has a vocation. If people fail to meet these needs, it results in

restless and frustration, even if they are successful in other respects. Self actualized person never thinks for him/herself. Their role is always directed towards helping others. Sharma (2013) the need for self-actualization directs the individual to seek or to avoid activities depending up whether the experience is seen as one that will enhance the person. Self actualization can be attainted if the motivational factors like attention, resources and security etc are provided to the teachers. The basic needs of the human must be fulfilled in order to achieve the self actualization. With each level of needs fulfilled, the needs of the people shift towards another higher level. Self-actualization is a state where one is contented and satisfied. It is in this state where people do not think of themselves rather think for others. They are willing to help others in any ways they could. They are selfless in nature.

Characteristics of Self-Actualized Person

- ❖ **Acceptance and Realism:** Self-actualized people are those who accepts themselves as who they are and the reality perception of themselves, others and world around us. They look at the reality more accurately and objectively. They are pragmatist and realistic in nature. They believe in reality not assumptions.
- ❖ **Problem-centering:** Self-actualized person are not only concerned with solving of problems of themselves but also of others. Such people get motivated by a sense of personal responsibility and ethics. They are problem-centered in nature, not self-centered or egotistical. They focus mainly on helping others through solving of their problems. Self Actualized person has a philosophy of life and probably a mission in life.
- ❖ **Spontaneity:** Self-actualized people are spontaneous in their internal thoughts and outward behavior. While they can conform to rules and social expectations, they also tend to be open and unconventional.
- ❖ **Autonomy and Solitude:** Independence and privacy are the characteristic of self-actualized people. They enjoy being in the company of others, but at the same time they also need time to focus on developing their own individual potential. They need privacy and solitude more than others. Independent, self-sufficient, and autonomous are what they like. They have less desire for popularity.
- ❖ **Continued Freshness of Appreciation:** Self-actualized person are optimist. They are likely to look at the world positively. They have a sense of appreciation, wonder and awe. They derive inspiration and pleasure from simple experiment. They have an ability to appreciate again and again simple and common-place experiences. They have goals and aims in living. They are capable of dealing with stress too.
- ❖ Peak Experiences: Self actualized people are always cheerful; happy, stress less and always live in the so called intense joy, wonder, awe and ecstasy. Peak experience as described by Maslow, people feel inspired, strengthened, renewed or transformed after the experience.

1. 4. How to self-actualized?

There is no secret or magical formula that will make you self actualized over night. To be self actualized one must follow certain steps that would lead you in the right direction.

- ❖ **Assess your life:** To be self actualized one need to ask question to ourselves, are we living rewarding and meaningful lives. Are we happy with what we have and what we do? We need to assess ourselves on regular basis.
- ❖ **Assess your motives: Reflect on your motives.** Are you moving towards your own choices or are you holding yourself back because of fear? Do not let your fear overtake your motives. Let your life to take a step forward towards their choices rather than stepping backward due to the fear.
- ❖ **Be willing to change:** You should welcome a change if your life isn't rewarding. Change is for good and for betterment if it is positive. If things do not go as per your plan be brave enough to get off your backside and take a new direction.
- ❖ **Take responsibility**: Since you are living your own life, you should be responsible to make changes in your life. Do not expect others to come and make changes for you. As per your needs and conveniences you need to bring changes if your life is not rewarding and fulfilling.
- ❖ **Cherish your uniqueness:** You are unique and individual in nature so do not be afraid to act differently. Cherish your uniqueness and celebrate it. Be prepared to move away from the group and be different. Follow your impulses.
- ❖ **Realize your dreams:** If you want to achieve your dreams be practical. Do not day dream instead list down your goals and take appropriate actions to achieve them.
- ❖ **Accept your fallibility: No one is perfect, everybody makes mistakes. Do not be afraid to** say, "I was wrong." Accept your mistakes. Be honest with yourself and with others.
- ❖ **Learn from the good times**: Cherish a memory or experiences that are meaningful or awe-inspiring. Learn from the past experiences/ actions that lead to feelings of excitement, ecstasy, humility or personal fulfillment.
- ❖ **Join in:** Enjoy your life. Get involved in life. Try to be an active member of your community. Render your services as and when required.
- ❖ **Look for the good in others:** Always be optimist. Do not always find fault in others. Every one of us makes mistakes at times. Try to look for the good in others. Quite often we overlook the good in others and focus on the bad.
- ❖ **Assess your progress: It is important to reflect upon** your achievements to see where you stand and come up with better solutions of how you could improve your life and lives of others around you.

1. 5. How is self-actualized person helpful In teaching learning process?

As mentioned in the Characteristics of Self-Actualized People that self actualized person are those who are selfless, contend in nature and willing to help others. They get satisfaction through helping others. Therefore teachers should be self actualized to help others. Teachers who are not happy with his lives, whose desires are not met, who is always confused may not be able to help the students in the manner he or she intended to. A Self-Actualized teacher can contribute himself/herself in the development of the student as well as the institution. They are intrusively motivated to help others. They work with clear intention of helping without expecting anything in return. Therefore they could focus more on work. He/she has nothing to be worried about as they are satisfied with their lives. They never think of themselves rather think of others. Self actualized teacher not only teach better but also make his student understand their own capabilities and view the world positively.

Today teachers suffer from many problems like anxieties, insecurity and frustrations in work spots. Due to that they are dissatisfied a lot. They are disturbed. So in such situation their concentration and interest in teaching would fade away. They won't be able to focus much on teaching. In order to attain self actualization, one needs to be self satisfied. Self satisfaction means having positive perception of what you do. Job satisfaction is another factor contributing towards self actualization. Some of the variables contributing to job satisfaction are age, gender, marital status, qualification, teaching experiences, position, workloads, income, working environment, social relationship and management and policies of the school. If the teacher does not have job satisfaction, he would never attend self actualization, which clearly shows that the particular teacher cannot give his 100% effort in his job.

To have better result the needs of teachers must be studied and various ways and means should be adopted to satisfy them. One way to help a teacher to become self actualized is through providing the motivational climate. It is an important factor which influences not only the behaviour of the teacher but also the persons involved in teaching learning process. Teachers can be self actualized only if motivational conditions are provided. Secondly the democratic culture, where they have a right to know and express their views. Freedom is given to work on their own with little or no interventions from the managers. "A democratic culture is one that guards the equal right of every individual for self –actualization" (Yaacov Hecht).

Teachers would feel the belongingness, and encouraged to work better. Self actualized person makes the best of his abilities/ capabilities in helping others. They aim to make the community better and world at large. They think globally and act locally to turn their dreams into reality. They leave no stones unturned. Self actualized teachers will have a clear vision, strong determination along with a firm decision to lead the younger generation in the making of fruitful citizens. What is important for children in learning process is educational self-actualization. Educational self-actualization refers to acquiring competencies and merits that they have and to realize their potential learning and educational talents.

1. 6. Value orientation

Orientation, according to the Oxford Advanced Learner's Dictionary, the type of aims or interests that a person or an organization has; the act of directing your aims towards a particular thing. Roa (2003, as cited by V. U. Dienye and Morrison U. Iwele 2011) sees values orientation as the process of directing the interest and passion of individuals to the desired socio-cultural values that promote societal development and good human relations. From the above, value orientation therefore is to influence people to adjust, turn to, or conform to specified values needed by the society. Education can be used as a medium through which orientation of values can be done to the people.

Value orientation is a behavioral disposition that determines the direction of behavior in a predictable manner when there is a choice or preference for one among several alternatives. It may predict the direction of decisions. That is, value orientation is a psychological construct- an inferred mental disposition of a person that influences his or her choice behavior. The choice or personal preference is on the basis of subjective evaluation of the psychological object/idea or material event in dichotomous categories of choices such as desirable versus undesirable, good versus bad, like vs dislike, preferred vs non preferred, etc. The value orientation identifies the human beings' view toward society and their interaction

and behavior to others. Value and value orientation go side by side. They are inseparable. People cannot have value orientation without the values in him.

According to Maheshwari (n.d.) where and when this value orientation should take place in the life of any person? It should begin from home, be buttressed by the community and be entrenched positively by one's school. The kingpin in the schooling process is the teacher. If the teacher is personally committed to the values and practices them in his/her own life, it is a foregone conclusion his/her students will imbibe the values for which teacher stands. It is for this reason only those teachers who leave deep impact on their students are remembered and also revered. Therefore, if values have to be nurtured in children it would be crucial that their teachers function as role models. For helping teachers in internalizing values that should be developed in children through the schooling process, making education in human values an integral part of the curriculum of teacher education will be necessary. School is an important place where values can be taught or revived in the minds of young children and teachers are the key person in it. Teachers they themselves should be much aware of it and exhibit good behavior. Children learn from what they see. They are keen observers; therefore teachers should be a role model.

Value orientation identifies the human beings' view toward society and their interaction and behavior to others. Value education in its true sense is a process of aiding the all round development of an individual –physical, intellectual, social, moral and spiritual. The teacher role is not only to impart knowledge but also act as a sculpture of the child's total personality. The main functions of values

- ❖ Societies are built up by values and helps in social relations.
- ❖ Values help in shaping the personality of people and culture of a place.
- ❖ They influence behavior of people and serve as criteria for evaluation of the action of others.
- ❖ Values have significant role to play in the conduct of social life.
- ❖ Value helps in guiding the day to day behavior of an individual through the creation of norms.
- ❖ Values have an important role to play in the incorporating and meeting of man's basic needs and desires for his decent living.
- ❖ They are the product of general experiences of both individual and social responses and attitudes.

Types of values

Values in general can be classified into five heading; personal values, social values, spiritual values, moral values and behavioral values.

- ❖ Personal values: Those values that are cherished by an individual irrespective of his or her relationship with the society. These are regarded as basic principles on which we build the foundation of our life. They are usually a combination of family values and social-cultural values, together with our own individual ones.
- ❖ Social values: To live happy a life in the society one must appreciate and uphold the social norms. To live harmoniously there must have an association with others. Social values are related to the people and the society. Man is a social animal as said by Aristotle. Interaction is a must. No man is an island; one cannot remain isolated from

others. It is impossible to remain aloof and cut off from the society. Society helps human in transforming into a person and developing a self. Llale (2003) social values refer to a normative belief pertaining to the important relationship of a society, and can be integrated with the social interaction transmitted from one generation to the other through societal relationships such as the church, family and the school. Social values include valuing friendships, brotherhood, freedom, forgiveness, patience, hospitality, love, justice, team spirit, love of sharing, team spirit etc. upholding of social values bring peace and harmony in the society. Laws and orders are maintained. People learn to accept others and include oneself as a part of society. Social values are never fixed. It depends upon the people and types of society in which they live.

❖ Moral values: Values that express ideas about good life are moral values. It helps people to differentiate between good and bad. Morals values describe the goodness or badness or right or wrong of actions which controls individual's behavior and choices. Individual's morals may be derived from society in which he lives and government in which he belongs, religion practiced, or self. With the advent of development, moral values are being eroded since people are money oriented.

❖ Spiritual values: It refers to trueness, goodness and beauty. It does not necessarily come from religion. It arises from intellect, emotion and will. It refers to ignoring of material aspects of our lives. It motivates us to worship, and brings connections with the supernatural consciously or unconsciously. It is the way of believing oneself in your own god. It is a ways to how you represent what you believe in when it comes to spirituality, and being faithful to what you believe in without being hypocritical.

❖ Material value: This value is needed for the survival. The basic needs like food, clothing and protection from the environment are related to Material value. It is a set of values that focuses on wealth, possessions, image, and social status. People who regard a material value high priority have chances of consuming more products and incurring more debt. Interpersonal relationships will be very low and also lower personal and physical well-being.

1. 7. Some import ant moral values and school curriculum

According to Swami Vivekananda values can be best taught to the children in schools through value based curriculum. Some of the moral values that could be included in the curriculum are as follows;

❖ Unconditional Love and Kindness: When you love someone and expect love in return then it is not a real love. Love should be unconditional. The real love is not something that you expect something in return. The cruelty will be replaced by the kindness with more love in the world.

❖ Honesty: Dishonesty and cheating would ruin oneself at the end. It would simply hurt themselves by cheating due to its consequences. Students must be taught to be honest always.

❖ Hard work: Due to laziness, most of the students cheat and do not perform better in studies. They always dream of better results without perspiring. They do not value hard work.

❖ Respect for others: At present scenario, competition is at its peak. People do not hesitate to tread on others for their own success. Respecting others people has become

a history. No one steps forward to help others. Therefore value of respecting others must be imparted to children. Respect for others includes respecting and valuing different religions, ideas, life styles, races and sexes.

❖ Co-operation: "United we stand divided we fall", should be a motto for the students. People need to work together to achieve common goal.

❖ Compassion: Compassion is defined as being kind, caring, empathy and sympathy and being sensitive to the needs of the people. Wars, hunger, homeless and unhappiness would be reduced with the more compassionate people.

❖ Forgiveness: Forgiveness could reduce misunderstandings, violence and fighting in the schools if taught to the children.

1. 8. Haw values are helpful in teaching and learning?

Values are the beliefs that bind us together to live harmoniously in the society. It also aid in teaching learning process. Values are already embedded in the teaching subjects. So for effective teaching, teachers need to have believe and faith in values. Without the faith in values he won't be able to give his best in teaching since he will have reservation. This unwillingness behavior in teacher would stop him from exploring more information. Teacher's interest in teaching particular subject would decline leading towards lack of job satisfaction.

On the other hand the values help the students to respect the teachers and their teaching subjects. It helps them to value the importance of relationship, culture, tradition and above all the importance of education. Values help them to be optimist in nature. They respect their individual differences and learn to live together, work together and have faith in themselves. This positive attitude would help them in learning what is being taught to them. It helps in inculcating the love of learning in students. It instills in them a sense of healthy competition among themselves to learn more and better. Values help students in discovering the purpose of their existence in this world and the true meaning of life. It guides them to be better person through better learning. Therefore values act as a source of inspiration, motivation, love and respect for education.

1. 9. Objectives of the study

- To study the difference in self-actualization among primary school teachers with respect to gender and locale.
- To study the difference in value orientation among primary school teachers with respect to gender and locale.

1. 10. Hypotheses of the study

- There exists a significant difference in self-actualization among primary school male and female teachers working in rural schools.
- There exists a significant difference in self-actualization among primary school male and female teachers working in urban schools.
- There exists a significant difference in value orientation among primary school male and female teachers working in rural schools.
- There exists a significant difference in value orientation among primary school male and female teachers working in urban schools.

2. METHODOLOGY

Research method refers to the method the researcher uses in performing the research operation. For the present study, descriptive survey method was used by the investigator. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and to draw valid conclusions from the facts discovered. Survey method was helpful for collecting current information pertaining to different phenomenon. A term survey is defined as a brief interview or discussion with individuals about a specific topic. It is often used to mean 'collect information'. It is also a method of sociological investigation for collection of information about how people think and act with the use of questions based or statistical surveys.

2. 1. Population and sampling area

The term population in research is used in a broader sense than its common place meaning as a population of the people. It refers to the group from where sample has been selected. The group may be of people, objects, and behaviors of people, attributes, and qualities. Some researchers and statisticians call it as Universe. All the primary school teachers working under Dagana and Wangduephodrang districts of Bhutan constituted the population of the present study.
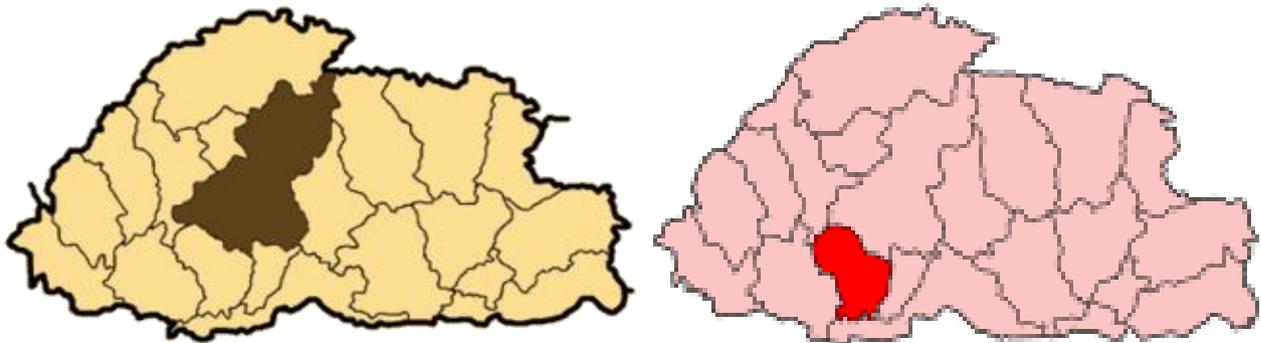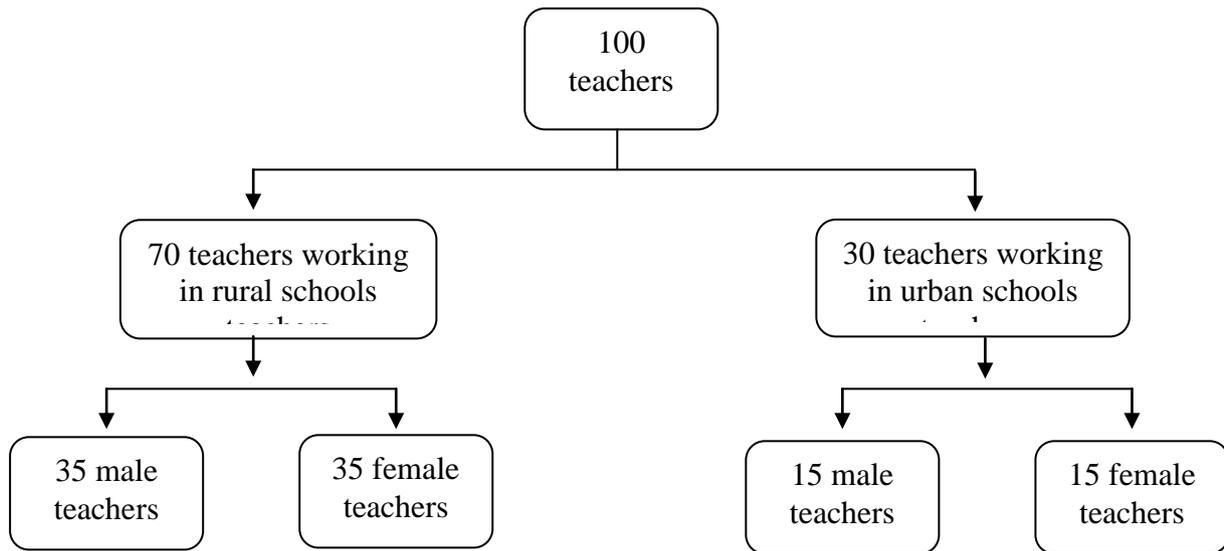

Map 1. Bhutan map showing Wangduephodrang and Dagana districts respectively

2. 2. Sample and sampling technique

It is very impossible to study the whole population from which the problem is being investigated. Therefore a small proportion of population is selected for observation and analysis. Sample represents the entire group as a whole. The results obtained from the selected sample are used to refer to entire population from which sample has been taken. For the present study, 100 primary school teachers working in different rural and urban schools in Dagana and Wangduephodrang of Bhutan constitute sample for the present investigation. For the present study the investigator has used simple random sampling technique for selecting the sample.

The classification of teachers as samples are classified as below;

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                          │    100      │
                          │  teachers   │
                          └─────────────┘
              ┌───────────────────┴───────────────────┐
    ┌──────────────────────┐              ┌──────────────────────┐
    │ 70 teachers working  │              │ 30 teachers working  │
    │   in rural schools   │              │   in urban schools   │
    └──────────────────────┘              └──────────────────────┘
       ┌──────────┴──────────┐               ┌──────────┴──────────┐
 ┌───────────┐      ┌───────────┐      ┌───────────┐      ┌───────────┐
 │ 35 male   │      │ 35 female │      │ 15 male   │      │ 15 female │
 │ teachers  │      │ teachers  │      │ teachers  │      │ teachers  │
 └───────────┘      └───────────┘      └───────────┘      └───────────┘
```

2. 3. Tools of data collection

The investigator has used following research tools for collection of data:
1. Self-Actualization Scale developed and standardized by Dr. Hardeo Ojha in 2005.
2. Value Orientation Scale by Dr. N.S. Chauhan and Dr. Saroj Aurora developed and standardized in 1997.

2. 4. Procedure of data collection

After taking due permission from higher authority, the investigator visited different primary schools. Firstly by making an interactive atmosphere the investigator explained the purpose and procedure of collecting data with the help of manual to the subjects. The investigator has also suggested the respondents to provide original responses and assured them that the collected information will be kept secret and will be used for research purposes.

2. 5. Data analysis techniques

For analysis and interpretation of data, the investigator used t-test in order to find out difference among the teachers and product moment of coefficient of correlation was also used to find out relationship.

3. RESULT ANALYSIS AND FINDINGS

3. 1. Result pertaining to difference in self-actualization among primary school male and female teachers working in rural schools
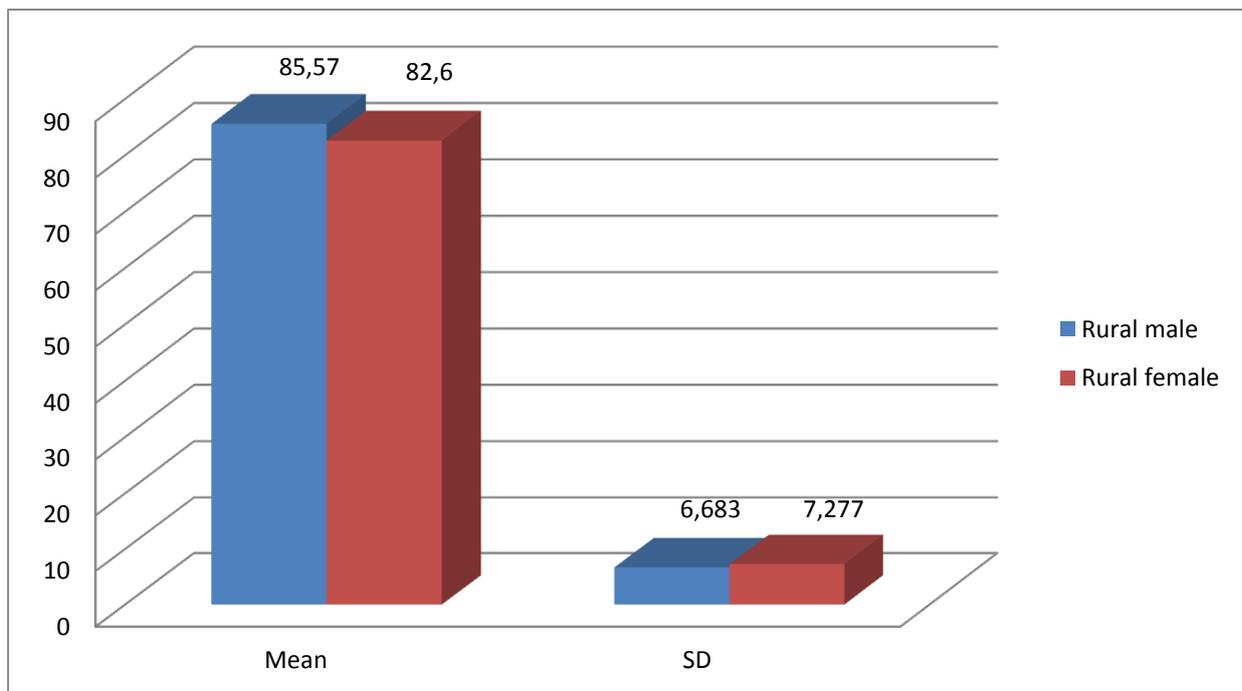
In order to find out the difference in self actualization among primary school teachers working in rural schools, t-test was applied and the result is presented in Table 4.

Table 4

Variable	Gender and Locale	N	M	SD	df	t-ratio	Result
Self – Actualization	Rural male	35	85.57	6.683	68	1.779	Insignificant
	Rural female	35	82.60	7.277			

Level of significance at .01 and .05 are 2.65 and 2.00 respectively

The Table 4 depicts that the obtained t-value of self actualization between male and female teachers working in rural school is 1.779 which is found to be insignificant at .01 and .05 levels. Therefore it can be interpreted that there exists no significant differences in self-actualization among primary school teachers working in rural schools and the proposed hypothesis is rejected. The mean difference of the scores for both the groups is presented graphically below:

Figure 1. Mean and SD score of self actualization of rural male and female teachers.

3. 2. Results pertaining to difference in self-actualization among primary school Male and female teachers working in urban schools
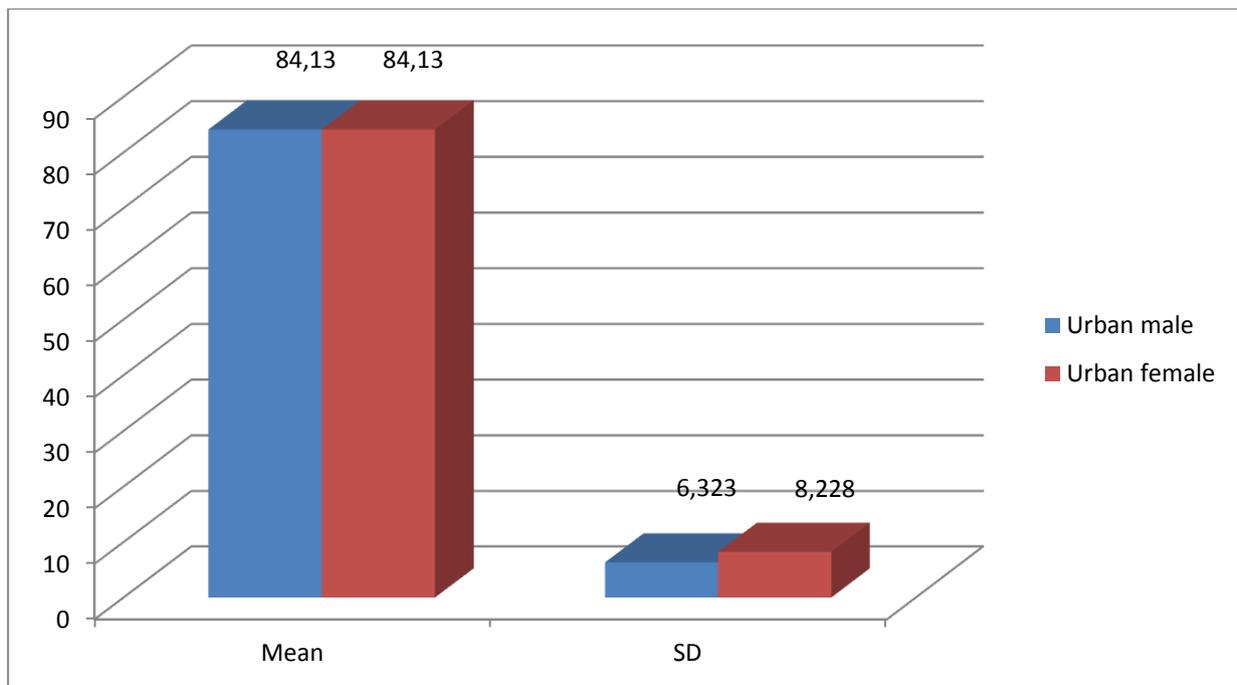
In order to find out the difference in self-actualization among primary school teachers working in urban schools, t-test was applied and the result is presented in Table 5.

Table 5

Variable	Gender and Locale	N	M	SD	df	t-ratio	Result
Self-Actualization	Urban male	15	84.13	6.323	28	.00	Insignificant
	Urban female	15	84.13	8.228			

Level of significance at .01 and .05 are 2.76 and 2.05 respectively.

The Table 5 shows that the obtained t-value of self actualization between urban male and female is .000 which is less than the table values at both the levels. It indicates that there is no significant difference in self actualization among primary school teachers working in urban schools. Hence the hypothesis is rejected. The mean difference of the scores for both the groups is presented graphically below.

Figure 2. Mean and SD score of self actualization of urban male and female teachers

3. 3. Result pertaining to difference in value orientation among primary school male and female teachers working in rural schools
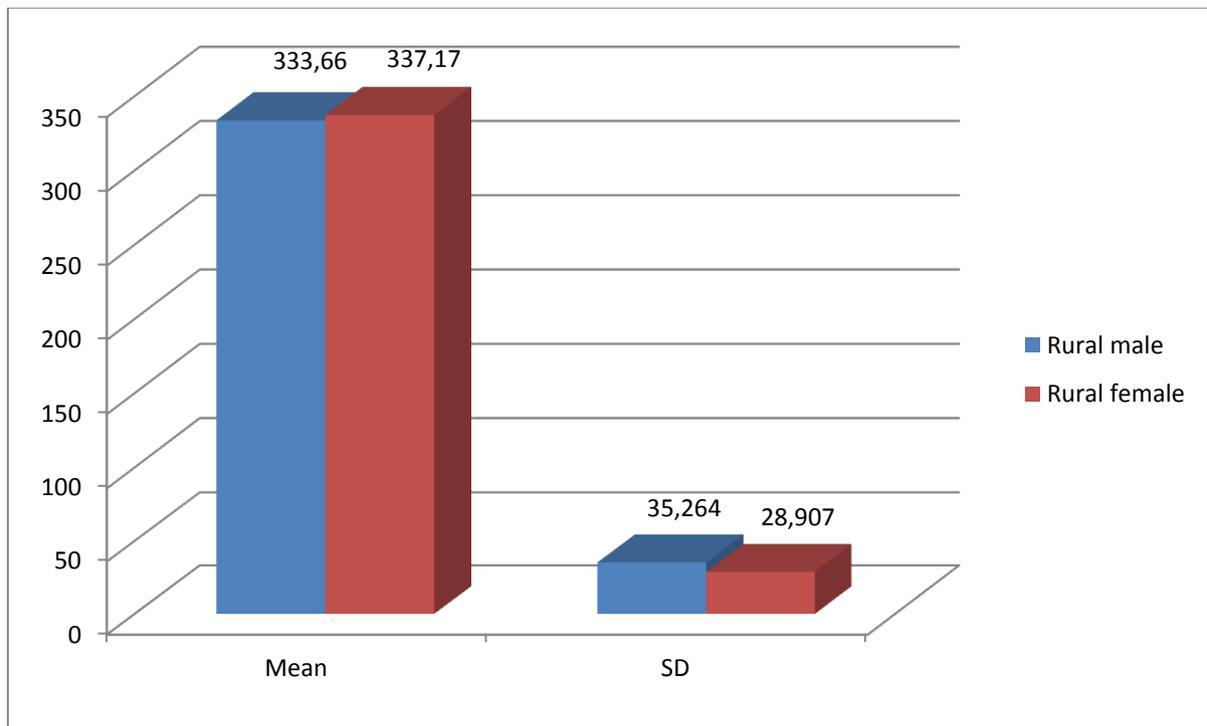
In order to find out the difference in value orientation among primary school teachers working in rural schools, t-test was applied and the result is presented in table 6.

Table 6

Variable	Gender and Locale	N	M	SD	df	t-ratio	Result
Value Orientation	Rural male	35	333.66	35.264	68	.456	Insignificant
	Rural female	35	337.17	28.907			

Level of significance at 0.01 and 0.05 are 2.65 and 2.00 respectively

The Table 6 shows that the obtained t-value of value orientation between male and female teachers working in rural school is .456 which is less than at both the levels. Therefore it signifies that there exists no significant difference in value orientation among primary school male and female teachers working in rural schools. Thus the proposed hypothesis is rejected. The mean difference of the scores for both the groups is presented graphically below.

Figure 3. Mean and SD score of value orientation of rural male and female teachers

3. 4. Result pertaining to difference in value orientation among primary school male and female teachers working in urban schools

In order to find out the difference in value orientation among primary school teachers working in urban schools, t-test was applied and the result is presented in Table 7.

Table 7

Variable	Gender and Locale	N	M	SD	df	t-ratio	Result
Value Orientation	Urban male	15	317.47	22.309	28	.116	Insignificant
	Urban female	15	318.60	30.615			

Level of significance at 0.01 and 0.05 are 2.76 and 2.05 respectively

Table 7 depicts that the obtained t-value of value orientation between male and female teachers working in urban school is .116 which is less than the values at both levels. Therefore it indicates that there is no significant relationship in value orientation among primary school male and female teachers working in urban schools. Thus the proposed hypothesis is rejected. The mean difference of the scores for both the groups is presented graphically below.
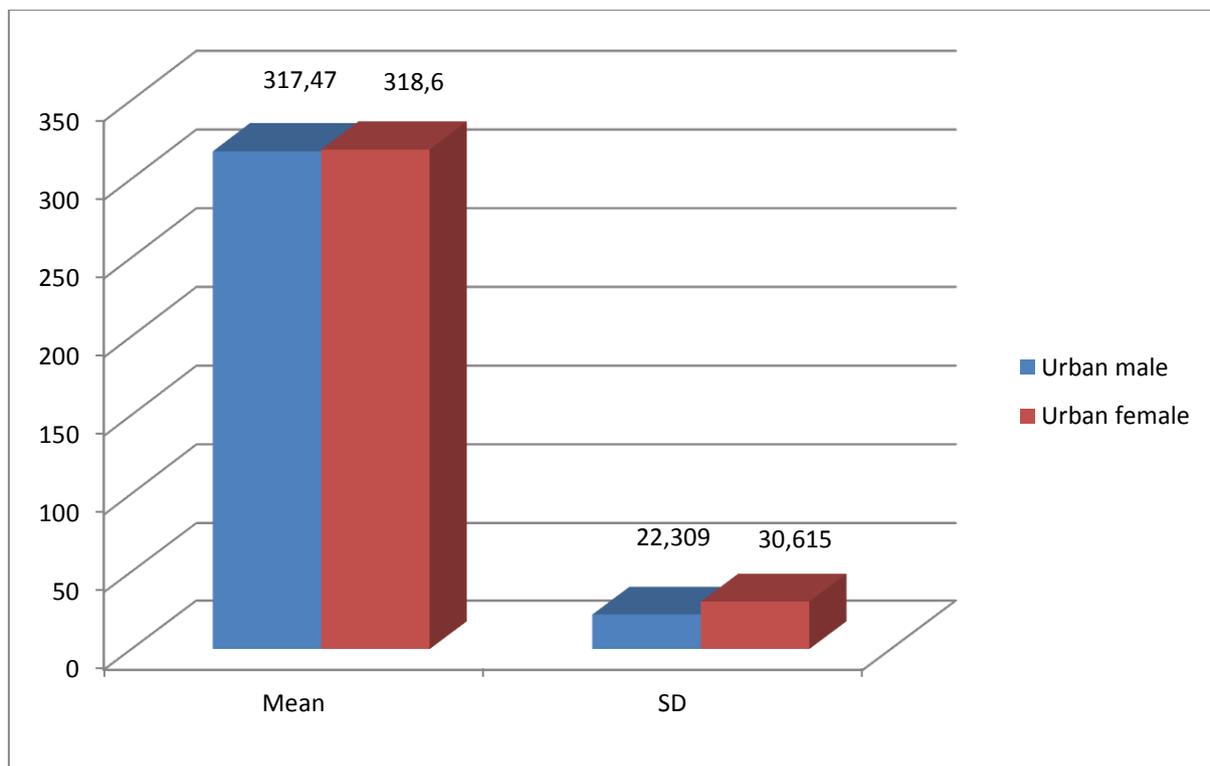
Figure 4. Mean and SD score of value orientation of urban male and female teachers

4. CONCLUSIONS

- ❖ There exists no significant difference in self-actualization among primary school male and female teachers working in rural schools. It is because they are working in the government schools where the rules and regulations are same through the country.

- ❖ There exists no significant difference in self-actualization among primary school male and female teachers working in urban schools. It is due to their work experiences and their love of teaching.

- ❖ There exists no significant difference in value orientation among primary school male and female teachers working in rural schools. (Smith.M.D.C and Meek.G.A, 2000).

- ❖ There exists no significant difference in value orientation among primary school male and female teachers working in urban schools.

5. SUGGESTIONS

Research is an endless process. Every investigator after completing his or her work becomes aware of certain areas in which further research is required. The present study deals with very important variables, self actualization and value orientation. Proper research needs to be carried out in this field to get a concrete conclusion so that it benefits the teachers and students. Therefore based on the need, the investigator proposes the followings points for future research.

- ❖ The further study can be carried out at all the 20 districts of Bhutan.

- ❖ The present study was carried out with teachers of primary schools. The further study can be carried out at all the levels of schools such as, Lower secondary school, Middle secondary school and Higher secondary school.

- ❖ In order to get the accurate findings sample size needs to be increased.

- ❖ A comparative study amongst different districts can be made.

- ❖ The present study used t-test and Pearson product moment coefficient of correlation. Similar study can be analyzed by different statistical techniques for varying results.

Recommendations

This study has outlined the following recommendation in improving the self actualization and value orientation of a teacher towards teaching profession and bringing about professional growth among teachers.

- ❖ The teacher training colleges should provide a proper training to the trainee teachers on developing their skills, value orientation, competent and how to self- actualize.

- ❖ The teacher training colleges and concerned stakeholders should motivate the teachers towards teaching profession.

- ❖ Teachers should be provided with basic services required for better performance.

❖ Teachers should be helped to develop positive attitude towards teaching by the teacher training colleges and the principals.

❖ There is also a need of public support to teachers.

❖ Various professional development programmes such as seminars, workshops, conferences needs to be provided to the teachers by the school and the Ministry of education.

❖ The school should provide conducive working environment for the teachers.

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