

## **Relationship Between Faculty's Self Actualization and Student's Faculty Evaluation: A Case-study.**

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### **ABSTRACT**

The objective of this research is to find, if there exists some correlation between self actualization scores of faculty with student's faculty's evaluation scores.. The study is based upon the instrument that measures self actualization score, a questionnaire designed by Dr. Richard Boyum and the standard student's feedback proforma. The faculty's self actualization and student's evaluation scores are compared using regression and correlation analysis, a scatter dot diagram is also used for the same purpose. The result concludes, that no significant correlation exists between faculty's self actualization level and student's faculty's evaluation. Whereas separate analysis of surveys concludes that senior faculty (Senior Fellows and Head of Academic departments) are higher self actualized than younger faculty and students. The study recommends that faculty evaluation should be summation of student's, peer, self and management's evaluation. Also, while hiring a new faculty, self actualization level should also be a criteria for selection. The young faculty level of self actualization can improve with support and better environment.

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## 1. INTRODUCTION

Abraham Maslow defines self actualization as:

*"Self Actualization is the intrinsic growth of what is already in the organism, or more accurately, of what the organism is."*

Another related description of self actualization is "What a man *can* be, he *must* be" It is said that " Knowledge of motivation helps us to understand the utilization of employee involvement to achieve process improvement" Maslow explained motivation in terms of a " hierarchy of needs". Five levels namely survival, security, social, esteem and finally self actualization have been selected by him as a road map towards self actualization. Biggest assets of any educational institution is its teachers and students. If both of them are motivated with high degree of self actualization teaching and learning outcome will be at its best.As such we need to measure the actualization level of stakeholders, correlate and improve.

## 2. LITERATURE REVIEW

Besterfield,D.H describes self actualization as; individuals must be provided with all the opportunity " to go as far as their abilities will take them"

Macleod (2007) in "simply psychology" describes Rogers's ( psychologist of eminence) conception of self-actualization as " that for a person to "grow", they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood).Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water .Rogers believed that every person can achieve their goals, wishes and desires in life. When, or rather if they did so, *self actualization* took place".

Taylor. A.E, self-realization- A criticism, published in international Journal of Ethics says " To realize yourself, is the secret off all content and aim of endeavor. It is your only and all embracing duty to realize yourself in action".

Maslow believed that there are five types of needs that motivates us in every day lives. At the top of Maslow's hierarchy are self actualization needs where people have reached their full potential and have become all that they can be- Alley.com.

According to Derek.S, (2008), Abraham Maslow's ways to self actualize includes: "If you look into yourself and are honest, you will also take responsibility. Taking responsibility is self-actualizing and experience things fully, vividly, and selflessly. Throw yourself into the experiencing of something: concentrate on it fully, let it totally absorb you."

In an internet article in Sociology and Anthropology, Sushinisen describes " Self-Actualization is the quest to become the best you can be. It involves deciding what you want from life and then doing what is necessary to get what you want.

Hull, Jeanne-Anne, "Cardinal Scholar", (2011),carried out a study with the purpose to investigate the relationship between the self-actualization of certain selected teachers and their concern for their students as perceived by the students. The objective also includes , to examine the relationship of age and years of teaching experience of the teachers and their levels of self-actualization. The third purpose was to determine whether the teachers being studied differed significantly in their self-actualizing levels from other adult groups.

Ross. W, in article on" personality development" describes self actualization as ongoing process of fully developing personal potential. According to him, " Self actualization is not restricted to high-profile, high-achieving individuals; you don't have to be famous to self actualize. Self – actualizers feel safe, calm, accepted, loved, loving and alive"

Study conducted on Faculty Self-actualization was based on " Maslow's notion of self actualization which guided the construction of the personal indices of self democrateness, support, tolerance, and trust" .Trust according to the research was the only personal variable significantly and consistently related to success and satisfaction.

Alvalane. C, in " The self and Personality" describes Herder's approach as "man is incarnation of the divinity of universe".

Chegg.Inc describes Self Actualization as the total fulfillment of one's talent and abilities. " the realization of a person's potential for eg a talented singer becomes the best soloist that person could possible be"

### 3. RESEARCH METHODOLOGY

Survey was carried among faculty members of a business institute, to determine their self actualization level (score) with the help of a questionnaire Boyum (2010). This survey form provides sixteen characteristics of self-actualization. For further detail reader is referred to:

(<http://www.selfcounseling.com/help/personalsuccess/selfactualization.html>)

It was circulated among fifty faculty members and forty-one faculty members responded to the questionnaire. The Student feedback of faculty members (**Annexure A & B**) who filled in the survey form was taken from the data available in this regard from Quality Enhancement cell of the institute. The faculty score relating to environment, namely environment in relevant department was taken from faculty survey carried on standard proforma. Students of a particular class were also surveyed for their self-actualization level based on above questionnaire.

#### **Research instrument**

The research instrument developed and used in this research was a questionnaire having 10 likert rating scale, (1 representing the lowest and 10 being the highest value) the highest possible score could be 160.

Table below summarizes the dimensions and related questions that were included in this study.

DIMENSIONS	QUESTIONS
Efficient perception	Self actualized individuals have more efficient and effective perception and a view point of reality and maintains comfortable relations with it. They can detect the non genuine and dishonest person and the accurate idea of what exists rather than a distortion of perception by one's needs. Self-actualizing people are more aware of the environment they live in. They are not afraid of the uncertainty and can tolerate and tackle such situations. To what extent this dimension is a part of your personality
Acceptance of self and others	Self-actualized people are not ashamed or at guilt about their nature, because they believe that shortcoming, imperfections, and weaknesses are a part of every person's personality. They respect and value themselves and others. They are honest, open, straight forward and genuine. They are not self-satisfied but are aware about discrepancies between what is and what might be or should be in themselves, others, and society. To what extent this dimension is a part of your personality
Spontaneity	Self-actualizing persons are not restricted by convention, but they do not ignore it. They are neither conformist, nor they are anti-conformist. Their motivation is the internal one of growth and development, the actualization of themselves and their potentialities.
Problem centering	Self-actualizing persons do not have ego problem and focus on problems that exists outside themselves. They are mission-oriented, they have a sense of responsibility rather than personal choice.
Quality of detachment	The self-actualizing person enjoys living alone and loves their privacy. It is possible that such a person will remain unruffled and undisturbed by what upsets others. He may even appear to be asocial.
Autonomy	Self-actualizing persons, though dependent on others for the satisfaction of the basic needs of love, safety, respect and belongingness but they are not dependent for their main satisfactions .They are dependent for their own development and continued growth upon their own potentialities.

Continued freshness or appreciation	Self-actualizing persons repeatedly experience pleasure in their everyday world.
Mystic experience	They have got a vast experience from which benefit can be taken by other individuals.
Feeling of togetherness	Self-actualized people have a deep feeling of empathy and sympathy for human beings.
Interpersonal relations	Self-actualized people maintain deep interpersonal relations with other individuals. They are selective in making friends due to which their circle of friends may be small, usually consisting of other self-actualizing persons.
Democratic character structures	The self-actualized people are not biased on the basis of class, education, race, color and creed .such people are humble their recognition of what they know in comparison with what could be known, and are ready and willing to learn from Others. They respect everyone as potential contributors to their knowledge, but because of the fact that they are human beings
Sense of discrimination	They have the ability to discriminate between the means and the ends and between good and evil and do not twist them in a way that hurt themselves or others.
sense of humor	Their sense of humor was the spontaneous, thoughtful type, intrinsic to the situation. Their humor does not involve hostility, superiority, or sarcasm.
creativity	They are highly creative people .who are blessed with the ability to convert their thoughts and ideas in to reality.
Resistance to enculturation	They maintain strong individuality and can evaluate the culture Objectively
Awareness of imperfections	They realize the fact that they are not perfect and always remain the door to learn New things open.

## **DATA COLLECTION**

The sample was respondents from a business institute. The questionnaire was sent to fifty faculty members (Including head of departments and senior fellows), of these fifty faculty members forty-one valid responses were collected. 27 students of a class were given the questionnaire and all of them responded. Regression and Correlation analysis was performed with the help of SPSS

## **FINDINGS AND DISCUSSIONS**

Average score of Self actualization and Student evaluation of faculty members were compared by using Regression, graphical portrays and Correlation analysis. Following are explanation of few

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### **Scatter Dot diagram:**

Scatter dot diagram shows the two variables SE (Student evaluation) and SA (Self Actualization) are not precisely related to each other, most of the points are scattered and are not close to best fit line. The correlation is also low (0.345)

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Regression analysis gives standard deviation value which shows that Self Actualization shows higher deviation (6.56275) as compared to standard deviation of Student evaluation (6.0293)

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Correlation analysis shows that SE (Student Evaluation) and SA (Self Actualization) are not significantly correlated with each other which is expressed with the analytical value of correlation (0.345)

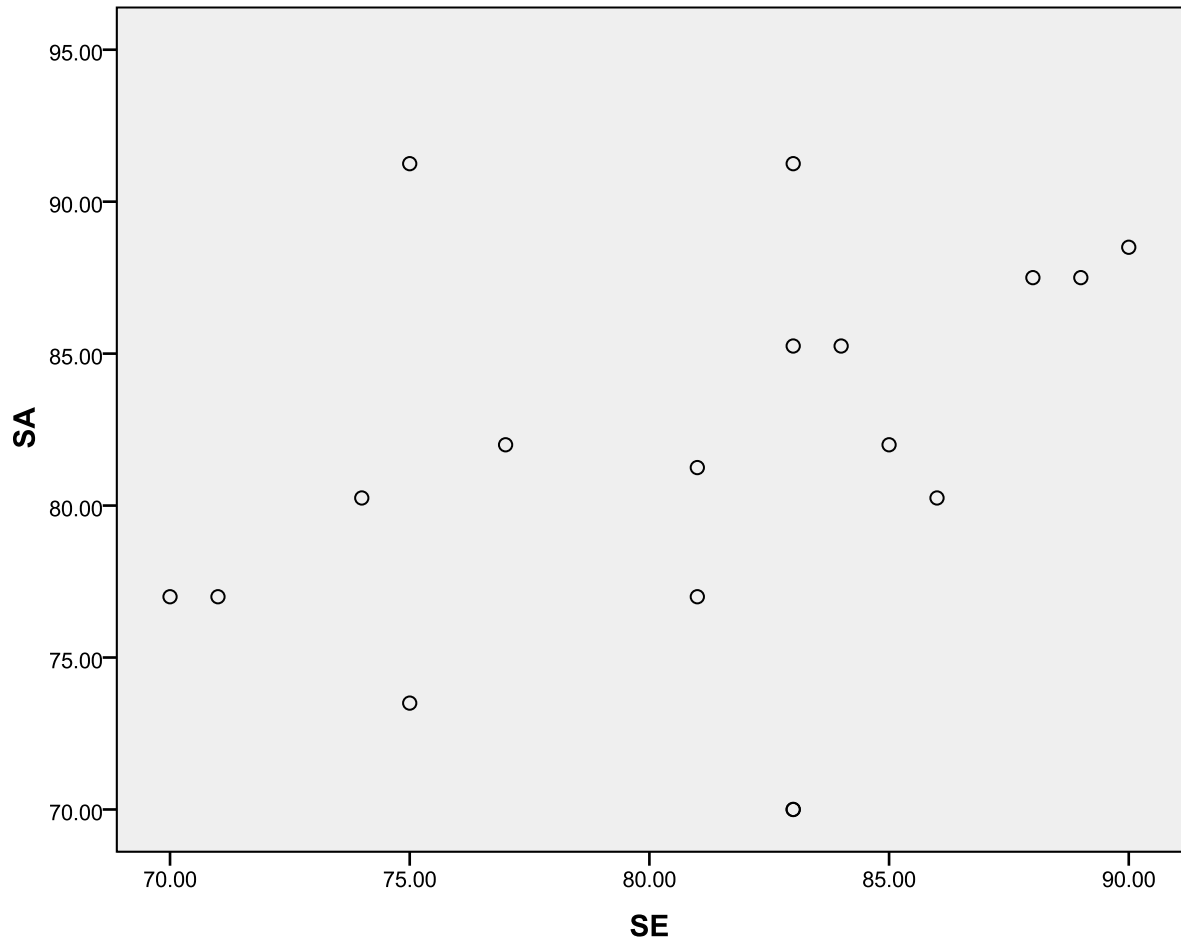
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The Bar graph shows the average Self actualization score of faculty members, denoting that faculty members who are head of departments or senior fellows gain a score more close to 160 as compared to young faculty members.



## DESCRIPTIVE STATISTICS

### Scatter Dot Graph



### Descriptive Statistics

	Mean	Std. Deviation	N
SE	81.0000	6.02934	18
SA	81.4861	6.56275	18

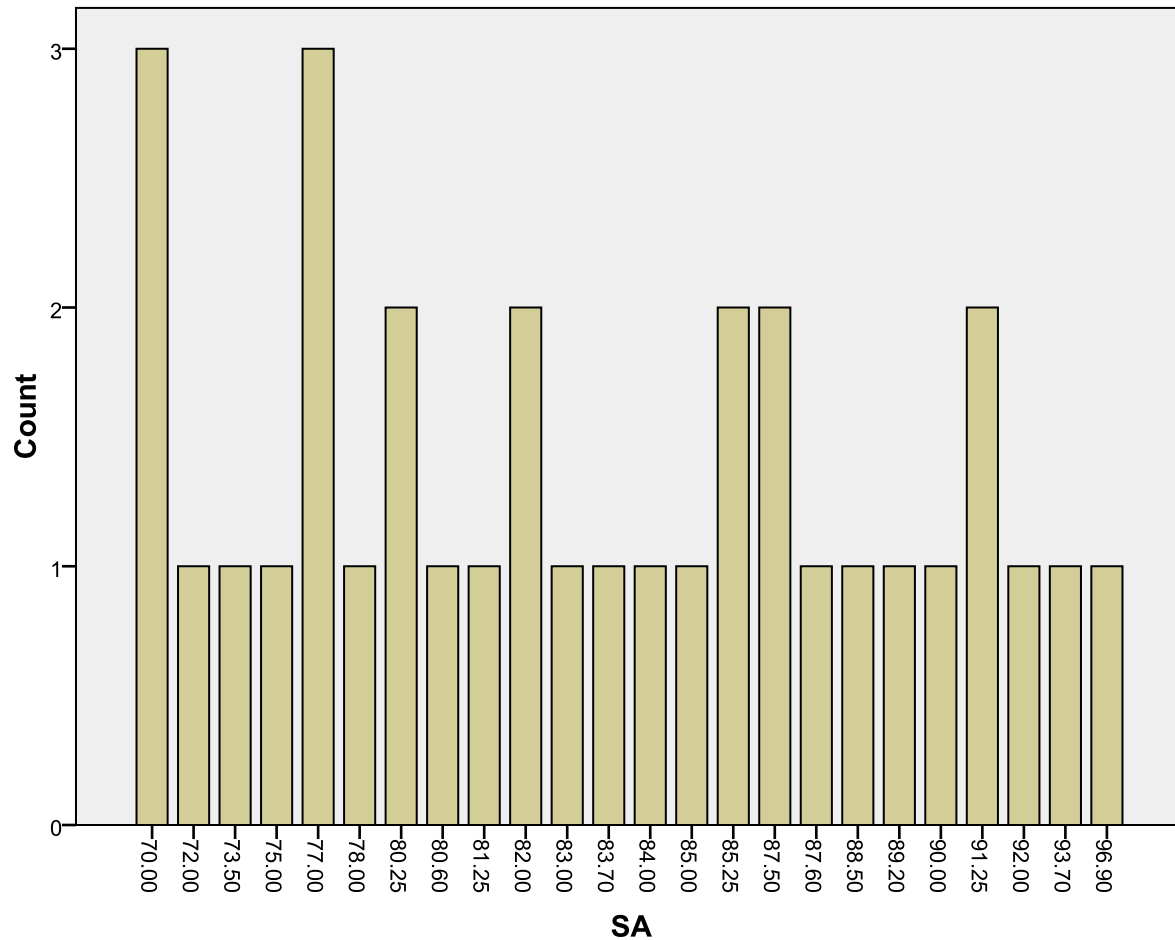
### Correlations

### Descriptive Statistics

	Mean	Std. Deviation	N
SE	81.0000	6.02934	18
SA	81.4861	6.56275	18

		SE	SA
SE	Pearson Correlation	1	.345
	Sig. (2-tailed)		.162
	N	18	18
SA	Pearson Correlation	.345	1
	Sig. (2-tailed)	.162	
	N	18	18

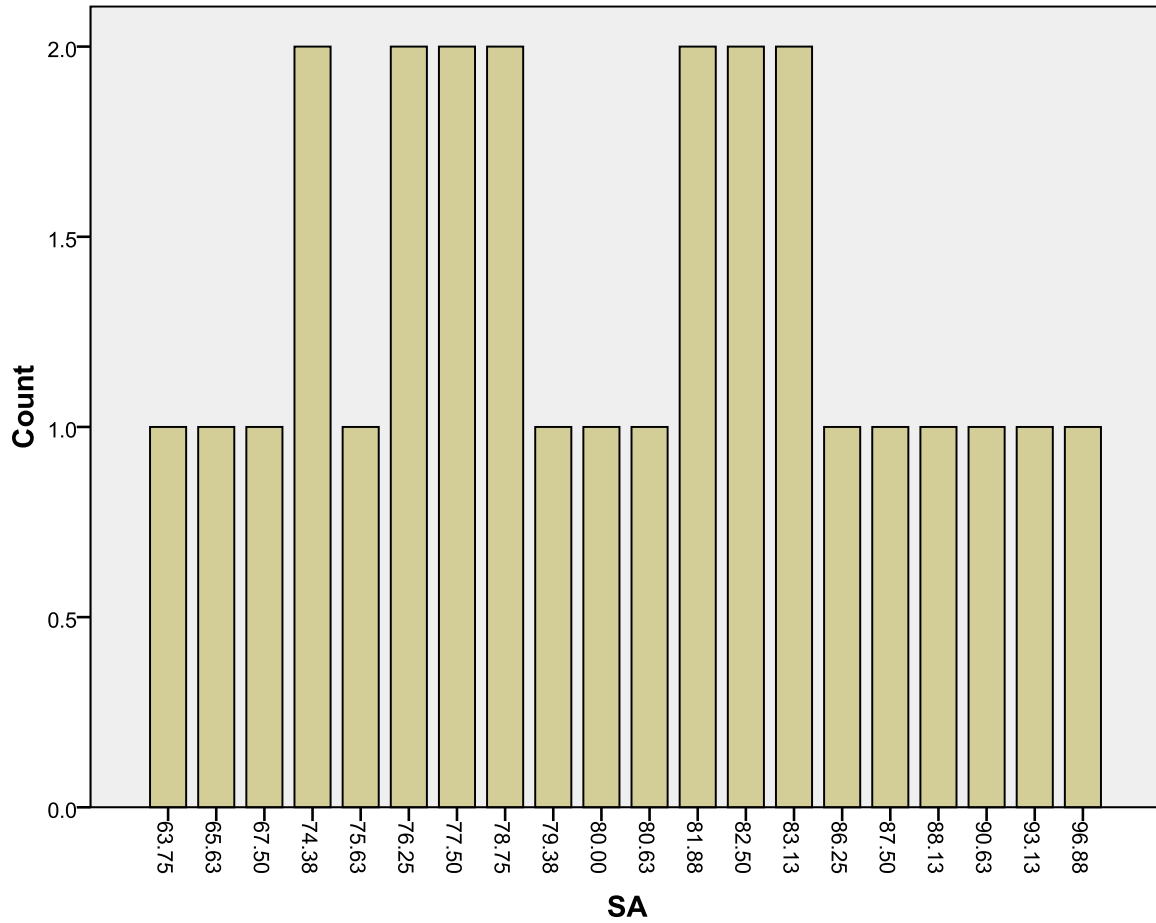
**GRAPH of AVERAGE SELF ACTUALIZATION SCORE OF FACULTY MEMBERS AT IoBM**



From the analysis of the graph above, it is concluded that senior fellows and head of departments among faculty members acquired self actualizing average score between 70-90% and above. Count denotes the number of faculty members ( both HODs and Senior fellows) whose score is appearing in the ranges specified above.

<u>HOD's</u>	<u>Avg Self Actualization Score</u>	<u>Senior Fellows</u>	<u>Avg Self Actualization Score</u>
<u>Hod 1</u>	<u>88.5%</u>	<u>SF 1</u>	<u>73.5%</u>
<u>Hod 2</u>	<u>92%</u>	<u>SF 2</u>	<u>91.25%</u>
<u>Hod 3</u>	<u>70%</u>	<u>SF 3</u>	<u>77%</u>
<u>Hod 4</u>	<u>93.7%</u>	<u>SF 4</u>	<u>92%</u>
<u>Hod 5</u>	<u>72%</u>	<u>SF 5</u>	<u>96.9%</u>
<u>Hod 6</u>	<u>78%</u>	<u>SF 6</u>	<u>93.7%</u>
		<u>SF 7</u>	<u>87.6%</u>
		<u>SF 8</u>	<u>75%</u>

**Graph of Average Self Actualization score of Students at IoBM**



We carried out this survey among students also and their score was between 60 to 90%. Count denotes the number of students whose score is in these ranges.

<b>Students</b>	<b>SA score</b>
<b>1</b>	<b>86.25</b>
<b>2</b>	<b>77.50</b>
<b>3</b>	<b>65.63</b>
<b>4</b>	<b>90.63</b>
<b>5</b>	<b>96.88</b>
<b>6</b>	<b>82.5</b>
<b>7</b>	<b>75.63</b>
<b>8</b>	<b>83.13</b>
<b>9</b>	<b>93.13</b>
<b>10</b>	<b>88.13</b>
<b>11</b>	<b>79.38</b>
<b>12</b>	<b>87.50</b>
<b>13</b>	<b>78.75</b>
<b>14</b>	<b>78.75</b>
<b>15</b>	<b>80</b>
<b>16</b>	<b>76.25</b>
<b>17</b>	<b>76.25</b>
<b>18</b>	<b>80.63</b>
<b>19</b>	<b>77.50</b>
<b>20</b>	<b>83.13</b>
<b>21</b>	<b>63.75</b>
<b>22</b>	<b>82.50</b>
<b>23</b>	<b>74.38</b>
<b>24</b>	<b>67.50</b>
<b>25</b>	<b>81.88</b>
<b>26</b>	<b>74.38</b>
<b>27</b>	<b>81.88</b>

### **Reservations based on observations of two experts.**

Two faculty members with lot of exposure in ethics and Sufism were asked to give their observations in this study. Their observations are as follows.

Questions are not understood like Maslow wants them to, many questions are not understood in right frame, and many different terminologies are used.

Few questions were subjective; it is difficult to quantify them, for example Question 1 and Question 8

Mystic experiences can neither be explained nor transferred; therefore one of the respondents faced different circumstances and conditions.

Self actualization stand constrained, although the area and concept is good.

Self Actualization needs to be explained to the respondents before starting the questionnaire. This area is flexible, for each individual Self Actualization may mean different.

### **CONCLUSION**

The overall results prove that self actualization level of a faculty and student's teacher evaluation score are two separate entities and are not significantly related with one another. One of the reason could be that student's faculty's evaluation proforma is very much focused to faculty's teaching ability in a class. The degree of motivation of a faculty and its influence on the student cannot be evaluated from the profoma based on higher education commission (HEC) guidelines. A true faculty evaluation would comprise of student evaluation, peer evaluation, self evaluation and administration evaluation of faculty. If we take this type of summation probably significant relationship may come out. In past a similar study carried out by Hull, Jeanne could also not find any significant correlation between teacher's self actualization and student's teachers evaluation.

Our second finding shows that senior faculty members scored more on self actualization level as compared to young faculty members. Senior fellows ( above sixty years of age) & Head of departments acquired self actualizing average score between 70-90%. This suggests that with age and experience self actualization level of faculty improves. The literature review however does not support this finding, in a similar work done by Hull, Jeane Anne where it is reported that “ some of the youngest people in this study were more self actualized and some of the oldest teachers were the least actualized”, but probably difference in two cultures could be a possible explanation..

Also the cited study was done on school teachers as compared to higher education institution's faculty. For self actualization scoring in the cited study a different format entitled “ Personal Orientation Inventory” was used.

The high self-actualization scores of senior faculty at the Institute can also be attributed to good working environment degree of independence, and motivation provided by the management ..

As per Literature Review and theory suggested by Rogers. C, environment, where a teacher is working plays an important part for any person to attain Self Actualizing level. One of the possible reason that younger faculty did not score high on self actualization scale could be due to lack of proper environment or motivation from the department concerned. .With mentoring, administrative support from department, dean's encouragement, clarity about promotion & prospects for advancement the younger faculty self actualization level can further improve.

Result of a random survey of class of students with self actualization scores ranging from 60-90% suggests that the students are motivated, this could be supported by high degree of involvement of students in extra curricular activities in form of societies, holding of health camps, etc. Figure of Institute's graduates with employability of about 89 percent is also reflection of self actualized graduating students, which is possible when self actualized faculty is teaching them..

Since self actualized faculty plays a major role in providing good mentoring of students , possibility of evaluating level of self actualization of new faculty at time of hiring should be considered by educational institutions.



## **Acknowledgements**

We would like to acknowledge Ms Zara Omar for carrying out data analysis and Mr Maqsood of Internship & Placement Dept for carrying out student's actualization survey..

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**Student feedback evaluation (Annexure A)**

**Question1- How was the pace for the assimilation of concepts?**

**In the data the interpretations are used as:**

<b>A%</b>	<b>B%</b>	<b>C%</b>	<b>D%</b>	<b>E%</b>
<b>Very Brisk</b>	<b>Brisk</b>	<b>Reasonable</b>	<b>Slow</b>	<b>Very slow</b>

**Question2- Did the lecturer generate your interest in the subject?**

**In the data the interpretations are used as:**

<b>A%</b>	<b>B%</b>	<b>C%</b>	<b>D%</b>	<b>E%</b>
<b>Yes</b>	<b>Mostly</b>	<b>Partly</b>	<b>No</b>	<b>Not at all</b>

**Question3- Overall, how do you rate your lecturer?**

**Related to faculty.**

**In the data the interpretations are used as:**

<b>A%</b>	<b>B%</b>	<b>C%</b>	<b>D%</b>	<b>E%</b>
<b>Very Good</b>	<b>Good</b>	<b>Fine</b>	<b>Tolerable</b>	<b>Poor</b>

**Question4- How did assignments affect your learning process?**

**Related to the course.**

**In the data the interpretations are used as:**

<b>A%</b>	<b>B%</b>	<b>C%</b>	<b>D%</b>	<b>E%</b>
<b>Explicitly</b>	<b>Positively</b>	<b>Adequately</b>	<b>Marginally</b>	<b>No effect</b>

**Question5- From a professional view point, you think the course was?**

**Related to the course.**

**In the data the interpretations are used as:**

<b>A%</b>	<b>B%</b>	<b>C%</b>	<b>D%</b>	<b>E%</b>
<b>Valuable</b>	<b>Very helpful</b>	<b>Helpful</b>	<b>Not sure</b>	<b>Insignificant</b>

**Question6- How many hours per week you devoted to the subject?**

**Related to the students.**

**In the data the interpretations are used as:**

<b>A%</b>	<b>B%</b>	<b>C%</b>	<b>D%</b>	<b>E%</b>
<b>More the 7 hrs</b>	<b>Almost 7 hrs</b>	<b>Between 3 &amp; 7 hrs</b>	<b>Almost 3 hrs</b>	<b>Less than 3 hrs</b>

**Question7- You rate your understanding of the subject matter as?**

**Related to students:**

**In the data the interpretations are used as:**

<b>A%</b>	<b>B%</b>	<b>C%</b>	<b>D%</b>	<b>E%</b>
<b>Comprehensive</b>	<b>Adequate</b>	<b>Partial</b>	<b>Weak</b>	<b>Very Weak</b>

**Question8- Did the available software/ books meet the course needs?**

**In the data the interpretations are used as:**

<b>A%</b>	<b>B%</b>	<b>C%</b>	<b>D%</b>	<b>E%</b>
<b>Yes</b>	<b>Mostly</b>	<b>Partly</b>	<b>No</b>	<b>Not at all</b>

**Question9- How do you grade the transportation facility provided?**

**In the given data the interpretations are used as:**

<b>A%</b>	<b>B%</b>	<b>C%</b>	<b>D%</b>	<b>E%</b>
<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>

**Question10- How is the dealing and interaction with the administration staff with you?**

**In the given data the interpretations are used as:**

<b>A%</b>	<b>B%</b>	<b>C%</b>	<b>D%</b>	<b>E%</b>
<b>Very cooperative</b>	<b>Cooperative</b>	<b>Satisfactory</b>	<b>Uncooperative</b>	<b>Highly Un cooperative</b>

**Indicate how satisfied are you with each of the following aspects of your situation at your department? (Annexure B)**

<b>A: Very Satisfied</b>	<b>B: Satisfied</b>	<b>C: Uncertain/ Unsure</b>	<b>D: Dissatisfied</b>	<b>E: Very Dissatisfied</b>
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## Characteristics of a Self-Actualizing Person

By Richard Boyum

Listed below are a series of 16 characteristics of a self-actualizing individual as described by Abraham Maslow. Self-actualizing here is defined as a person who is in the process of fulfilling their potential. After slowly and thoroughly reading each characteristic, rate yourself on the scale listed below that characteristic from 1 to 10. Your results will give you both a linear and intuitive representation of your strength and weaknesses in moving towards being a self-actualizing person. Spend some time focusing on why you are stronger in some characteristics than others. What is it that has given you a higher score? What might you do to make your score higher on any given characteristic. The highest total you can receive is 160 points. How close are you?

### SCORE

1. The self-actualized person has more efficient perception of reality and more comfortable relations with it. He can accept the good and the bad, the highs and the lows, and he can tell the difference.

1 2 3 4 5 6 7 8 9 10 \_\_\_\_\_

2. Acceptance of self, others, and nature. The self-actualizing person sees reality as it is and accepts responsibility for it. He is as objective as a subjective being can be in his perceptions.

1 2 3 4 5 6 7 8 9 10 \_\_\_\_\_

3. The self-actualizing person has spontaneity, simplicity and naturalness. In other words, this kind of person is not hung up on being as others think he should be. He is a person who is capable of doing what feels good and natural for himself simply because that's how he feels. He does not try to hurt others, but he has respect for what is good himself.

1 2 3 4 5 6 7 8 9 10 \_\_\_\_\_

4. Problem Centering. The self-actualizing person is someone who is generally strongly focused on problems outside of himself. He is concerned with the problems of others and the problems of society, and is willing to work to try to alleviate those difficulties.

1 2 3 4 5 6 7 8 9 10 \_\_\_\_\_

5. The quality for detachment, the need for privacy. For all his social mindedness, the self-actualizing person has a need to be by himself or a need for solitude. He enjoys times for quiet reflection and doesn't always need people around him. He can be with the few people that he would be close to and not need to communicate with them. Their presence is sufficient in and of itself.

1 2 3 4 5 6 7 8 9 10 \_\_\_\_\_

6. Autonomy, independence of culture and environment. The self-actualizing person is capable of doing things for himself and making decisions on his own. He believes in who and what he is.

1 2 3 4 5 6 7 8 9 10 \_\_\_\_\_

7. Continued freshness or appreciation. The self-actualizing person experiences a joy in the simple and the natural. Sunsets are always beautiful and he seeks them out. He can still enjoy playing the games he played as a child and having fun in some of the same ways he did many years before.

1 2 3 4 5 6 7 8 9 10 \_\_\_\_\_

8. The mystic experience, the peak experience. Self-actualizing people usually have experiences in which they literally feel they are floating. They feel very much in tune or at one with the world around them, and almost feel as if they are, for a momentary period in time, part of a different reality.

1 2 3 4 5 6 7 8 9 10 \_\_\_\_\_

9. A feeling of togetherness. Self-actualizing people have a feeling for all of mankind. They are aware and sensitive to the people that are about them.

1 2 3 4 5 6 7 8 9 10 \_\_\_\_\_

10. Interpersonal relations. Self-actualizing people have deeper and more profound interpersonal relations than other adults. They are capable of fusion, greater love and more perfect identification that other people could consider possible. They generally tend to have relatively few friends, but those relationships are deep and very meaningful.

1 2 3 4 5 6 7 8 9 10 \_\_\_\_\_

11. The democratic character structures. Self-actualizing people tend to believe in the equal nature of human beings, that every individual has a right to say, and that each person has his strengths and each person has his weaknesses.

1 2 3 4 5 6 7 8 9 10 \_\_\_\_\_

12. Discriminating between means and ends, between good and evil. Self-actualizing people know the difference between means and ends and good and evil and do not twist them in a way that hurt themselves or others.

1 2 3 4 5 6 7 8 9 10 \_\_\_\_\_

13. Philosophical and unhostile sense of humor. Self-actualizing people tend to enjoy humor. They like to laugh and like to joke, but not at the expense of others. They are generally seen as good natured, even though they are capable of being very serious.

1 2 3 4 5 6 7 8 9 10 \_\_\_\_\_

14. Creativeness. Self-actualizing people are capable of being highly creative. Creativeness can be expressed in many dimensions by writing, speaking, playing, fantasies, or whatever, but self-actualizing do have moods of being creative. Maslow has said that a first-rate cook is better than a second-rate painter. Hence, creativeness can be expresses in many dimensions.

1 2 3 4 5 6 7 8 9 10 \_\_\_\_\_

15. Resistance to inculturation, the transcendence of any particular culture. Maslow feels that the individual is above his culture in some way, that he maintains a strong individuality and is not so absorbed that he cannot evaluate the culture objectively in such a way that he can make decisions about what is best for him and those he cares about .

1 2 3 4 5 6 7 8 9 10 \_\_\_\_\_

16. The imperfections of self-actualizing people. Self-actualizing people are individuals who are aware of the fact that they are not perfect, that they are as human as the next person, and that there are constantly new things to learn and new ways to grow. The self-actualizing person, although comfortable with himself, never stops striving.



1 2 3 4 5 6 7 8 9 10 \_\_\_\_\_

TOTAL SCORE \_\_\_\_\_