

A Study of Need Gratification of Teachers Working at Secondary and Collegiate Level

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Abstract: *This comparative study investigates the levels and dimensions of need gratification among educational professionals across two distinct tiers of instruction: Secondary Level (high school/higher secondary) and Collegiate Level (undergraduate and postgraduate institutions). Rooted in psychological theories of motivation-primarily Abraham Maslow's Hierarchy of Needs and Frederick Herzberg's Two-Factor Theory- this research evaluates how primary physiological, safety, social, esteem, and self-actualization needs are fulfilled within secondary and collegiate academic work environments. Using a descriptive-survey design, quantitative and qualitative data were gathered from a stratified sample of teachers. Findings indicate significant differences in higher-order need gratification (esteem and self-actualization) between secondary and collegiate educators, while lower-order need fulfillment (job security and working conditions) remains a shared structural concern across both tiers.*

Keywords: Need Gratification, Teacher Motivation, Secondary Education, Collegiate Education, Job Satisfaction, Professional Well-being.

1. Introduction

Teachers serve as the foundational pillar of any formal educational ecosystem. The effectiveness of the learning process depends heavily on the competence, dedication and psychological state of educators. However, an educator's capacity to perform optimally is directly linked to the extent to which their basic and professional needs are satisfied- a state conceptually referred to as **Need Gratification**.

Though teaching is a joyful activity, it is a highly complex process. Teaching is a coin with both the sides of Humanity and Education. It will challenge the best efforts of the best teachers. A teacher's day alternates between smiles and sighs. It moves from excitement to pleasure, from optimism to depression and anxiety. From this stuffy life how the great teachers emerge and create their notable place in the teaching field? To get answer to this question one must has to understand the teaching life or profession.

Dr. Abraham Maslow was the Humanistic Psychologist. Humanists don't believe that humans are pushed and pulled by mechanical forces, either of stimuli and reinforcements or of unconscious instinctual urges. Humanists center on potentials. They believe that humans reach for a high-level of capabilities. Human looks for the frontiers of creativity, the highest reaches of consciousness and wisdom. This has been labeled by Maslow "Self- Actualized person." For his experiment he studied the highly motivated and successful people such as Abraham Lincoln, Andrew Johnson, Theodore Roosevelt, Ian Stine, and so on. His theory is known as 'Need Gratification Theory.' In this theory he identified seven types of needs and arranged them sequentially at different levels. This term was coined by him as 'Hierarchy of Needs.' He focused that after the satisfaction of preceding need the individual can think of satisfying another needs.

The teachers are called the agents of social change and trans-enders of humanity. So how do they satisfy their needs? What is the degree of need gratification of teachers in each

of the seven levels? At which level do they derive maximum gratification? Do they reach the level of self actualization? Are there sex differences exist in need gratification of teachers? To satisfy these questions the research study was undertaken.

2. Theoretical Framework

This study is anchored in two foundational theories of organizational psychology and human motivation:

1) Maslow's Hierarchy of Needs Theory (1954):

- a) **Psychological and Safety Needs:** Adequate compensation, reasonable workload, physical classroom infrastructure and job security.
- b) **Social Needs:** Camaraderie among faculty, administrative support, positive student-teacher rapport and institutional belonging.
- c) **Esteem Needs:** Recognition from peers and supervisors, social status, academic awards and professional respect.
- d) **Self-Actualization Needs:** Opportunities for continuous professional development, intellectual autonomy, curriculum innovation and research contribution.

2) Herzberg's Motivation- Hygiene Theory (1959):

- a) Differentiates between **hygiene factors** (salary, working conditions, and administration) that prevent dissatisfaction and motivators (achievement, recognition, intrinsic interest in work) that actively drive job satisfaction and higher- order need gratification.

3. Objectives of the Study

- To find out the degree of need gratification at each of the seven levels.
- To find out the ratio of self actualization among teachers.
- To compare the need gratification of male teachers with female teachers at each of the seven levels.

- To suggest institutional measures for improving need fulfillment and job satisfaction across both teaching levels.

Hypothesis of the Study

- The degree of need gratification of teachers does not differ at each of the seven levels.
- College teachers are more self-actualized than School teachers.
- Female teachers at both the levels- Secondary and Collegiate are more self-actualized as compare to male teachers.
- Male and Female teachers differ in their degree of need gratification at each level.

The Sample: The sample consisted of 300 teachers belonging to secondary schools and Degree Colleges from Jalgaon District of Maharashtra. (170 Male and 130 Female divided equally as School Teachers and College Teachers.)

The teachers selected as a sample belonging to various disciplines.

Tools: A Need Gratification Scale developed by G. Amaldoss and Sahtigirirajan was used to elicit the opinion of teachers at various levels and disciplines of Education. The Scale has 28 statements and its reliability has been reported to be 0.18 and the content validity of the scale was reported to be high.

4. Analysis of the Data

The collected data was analyzed and interpreted. The global picture of the scores was given level wise and sex wise. To analyze the data Mean, S.D. and t-value on the degree of each level of need of both Secondary School teachers and College teachers were computed to find out the sex wise extent of need gratification.

Table 1: Mean, S.D and t-value related to Need Gratification in each level of Secondary and College teachers.

Need Level	Secondary School Teachers (150)		College Teachers (150)		t-value	Level of Significance at 0.05 level
	Mean	S.D	Mean	S.D		
Basic Needs	14.48	3.92	15.08	4.21	1.69	N.S
Safety Needs	15.60	4.53	12.10	3.87	7.60	Significant
Love	17.12	5.28	15.28	4.29	1.31	N.S
Esteem	12.07	3.18	18.37	5.78	12.11	Significant
Cognitive	13.62	3.18	14.62	3.97	2.50	Significant
Aesthetic	18.27	6.01	15.72	3.98	4.39	Significant
Self- Actualization	21.24	7.52	15.06	3.85	9.08	Significant

Table 2: Mean, S.D and t-value related to sex differences in Need Gratification at Secondary and Collegiate Level

Need Level	Male (Secondary and Collegiate Level - 170)		Female (Secondary and Collegiate Level - 130)		t-value	Level of Significance at 0.05 level
	Mean	S.D	Mean	S.D		
Basic	17.35	4.21	17.22	6.05	0.28	N.S
Safety	18.24	3.45	12.18	2.21	8.05	Significant
Love	13.27	3.18	20.46	5.58	13.82	Significant
Esteem	13.78	3.95	21.37	5.97	12.63	Significant
Cognitive	14.57	4.31	12.63	3.85	4.53	Significant
Aesthetic	12.82	3.81	17.55	5.09	9.27	Significant
Self- Actualization	13.23	3.14	18.41	6.09	8.38	Significant

Table 3: Mean, S.D and t-value related to extent of Self- Actualization level of Secondary School Teachers and College Teachers (Compare with other needs levels of whole sample)

Need Level	Secondary School Teachers				College Teachers				t-value	Level of Significance at 0.05 level
	Other Needs		Self-Actualization		Other Needs		Self-Actualization			
Other Needs	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D		
Basic	14.48	3.92	21.24	7.52	15.08	4.21	15.06	3.85	8.45	Significant
Safety	15.60	4.53	21.24	7.52	12.10	3.87	15.06	3.85	8.05	Significant
Love	17.12	5.28	21.24	7.52	15.28	4.29	15.06	3.85	5.56	Significant
Esteem	12.07	3.18	21.24	7.52	18.37	5.78	15.06	3.85	14.10	Significant
Cognitive	13.62	3.18	21.24	7.52	14.62	3.97	15.06	3.85	11.72	Significant
Aesthetic	18.27	6.01	21.24	7.52	15.72	3.98	15.06	3.85	3.80	Significant

5. Discussion and Results

The value in **Table No. 1** shows that the Secondary Teachers and College Teachers do not differ significantly in the mean scores of Basic and Love Needs Gratification at 0.05 levels. But in connection of Safety, Esteem, Cognitive, Aesthetic and Self-Actualization needs gratification the Secondary School Teachers differ significantly as compare to the College Teachers. The mean scores show that the

degree of Self-Actualization, Aesthetic and Safety need gratification of School Teachers is superior as compare to College Teachers.

Table No. 2 reveals the detailed picture of sex differences in need gratification. No difference found in the Basic need gratification of Male and their counterparts. They both are same. But in connection of the degree level of Safety, Love, Esteem, Cognitive, Aesthetic and Self-Actualization needs

the Female Teachers (at both the levels- Secondary and Collegiate) are superior than that of their Male counterparts.

Table No.3 shows the comparison of the degree level of other needs with Self-Actualization of both Secondary School Teachers and College Teachers. The degree of need gratification of College Teachers at the Self –Actualization level was compared with the degree of other needs gratification of Secondary School Teachers.

It was found that the degree of need gratification at Self-Actualization level is significantly superior to all other need levels. It means that the Self-Actualization level is more superior as compare to other need levels given by Abraham Maslow.

As the Mean, S.D and t-value of the degree of need gratification of sex differences (Male and Female) at the Self-Actualization level was compared with other needs. The data in the table reveals that, Male Teachers found to superior at the Self-Actualization level as compare to Basic. Safety and Cognitive needs. No difference is found in the degree level of Love, Esteem and Aesthetic need gratification.

The Female Teachers are more Self-Actualized as concern to Safety, Esteem, Love and Cognitive needs. As compare to Basic and Aesthetic needs there is no difference found in the degree level of need gratification.

6. Results

- The School Teachers are more Self-Actualized.
- Both the Male and Female Teachers are satisfied about their Basic needs.
- As concern to Love, Safety, Aesthetic, Esteem and Self-Actualization the degree level of need gratification is found high in Female Teachers.
- Female teachers at both the levels are found more Self-Actualized.
- There is difference in the degree level of need gratification of Male and Female teachers as well as Secondary and Collegiate teachers.

7. Educational Implications

- Self-Actualized teachers can motivate the learners for learning.
- They can satisfy the educational needs of pupil at various levels of growth and development.
- Teachers who are Self-Actualized provide healthy learning situation, encourage students and achieve the goal of education.

8. Recommendations & Policy Implications

1) For Secondary Level Institutions:

- Reduce non-academic administrative workloads to allow greater focus on instructional innovation.
- Establish structured merit-recognition and award systems to elevate professional esteem.
- Provide opportunities for teacher leadership and curriculum planning autonomy.

2) For Collegiate Level Institutions:

- Enhance formal mentorship network to improve social and peer-support mechanism.
- Provide adequate funding, grants and sabbatical options for continuous research and scholarly actualization.

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