

Study of Self-Actualization in Relation to Attitude Towards Religion

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ABSTRACT

Self-actualization indicates highest motivated individuals, characterized by the realization of one's full potential, autonomy, and meaningful engagement with life. It is person's desire for self-improvement or actual use of potentials, talents and capacities. An Attitude towards religion can be define as one's beliefs, acceptance, like or dislike, feelings or experience towards religious issues. Religious attitudes are open mindedness and objectivity but this not always essential to our religious nature. Main objective of the Study was the relationship between Self-Actualization and Attitude of Pupil Teachers towards religion. Hypothesis was 'there will be no relationship between self-actualization and Attitude of pupil teachers towards religion. 'Survey method used and sample through randomization of 192 pupil teachers belonging to Hoshiarpur, Jalandhar, Kapurthala and Ludhiana dist. of Punjab, were taken tools of the study were 1. Sharma's self-actualization inventory 1971, 2. Ojha's Attitude Scale (1971) Statistical Techniques used- Co-efficient of correlation and graphic representation of the data were implied. The result indicates that the relationship between self-actualization and attitude towards religion of pupil teachers is significant but very low correlate to each other while Reserved and unreserved Pupil Teacher of relation between both variables is not significant and negligible correlate to each other, the relationship between Self-actualization and attitude towards religion of Rural pupil teacher is significant but very low correlate to each other while the relationship between Self-actualization and attitude towards religion of unreserved pupil teacher is not significant and negligible correlate to each other, the relationship between Self-actualization and Attitude Towards religion is significant but very low correlate to each other. The knowledge provided by present research can be used by researchers, educational planners, teachers, psychologists, guidance workers, policy makers, teacher educators and parents in varied ways: study can also be helpful to school authorities- principals and teachers develop the teaching strategies and approaches which produce the self-actualization in students in their tests, examination, practical's, difficult subjects.

Keywords: Self-Actualization, Attitude, Religion and Pupil Teacher

Self-actualization is a term that has been used in various psychological theories, often in slightly different ways (Perera, 2024). Self-actualization has been variously thought of as a need, a cognitive style, a trait, a life process etc. Self-actualization is the motivation to realize one's own maximum potential and possibilities. Although self-actualization indicates highest motivating individual, its explanation is not so simple. Maslow emphasized that the need for self-actualization is a

healthy man's prime motivation. Self-actualization means actualization one's potentials becoming everything one in capable of becoming. Self-actualization is not some static unreal paradise. There are pains and suffering, but they are over real problems, and not over superficial matters. There

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are movements and changes but they are inner direct growth and not outer instigated motions. Lang, (1987). "The desire to become more and more what one is" - to become anything that one is capable of becoming. This takes the form of a quest for knowledge, understanding peace, self-fulfillment, meaning in life or beauty" whereas the Attitude towards religion is defined as the social scientific study of Religion is multi- dimensional (including such dimensions as affiliations, belief and practice), religious attitudes are 'open mindednesses and 'objectivity' but this is not always essential to our religious nature. An attitude towards religion may be as the result of one's beliefs, acceptance, like or dislike, feeling or experience towards religious issues. It may be started that residual effects felt towards religion may be favorable, unfavorable or natural on an attitude continuum. An attitude is a mental and natural state of readiness exerting a directive influence upon the individual's response to all objects and situations with which he is related (Malim & Birch,1998). Young, (1944). "Reaction tendencies for or against, favorable or unfavorable and like or dislike." Belzen, (2005) "Religiosity is a multifarious as the different forms of religion". Bahm, (1964) "Man is incurably religious attitudes are open mildness and objectivity but this is not always essential towards religious nature. To some the importance of religion is so obvious that any remarks about it seems Superfluous, to others, religious consists in superstitions, which man gradually outgrows and which becomes increasingly as science progresses provides us better ways of living than religion ever did or can. According to Britannica concise encyclopedia, (2006) Religion is defined as a relation of human beings to God or to whatever they consider sacred or, in some cases merely supernatural.

Review of Related Literature:

Studies related to self-actualization: Shakirova, (2014) studied "Intrapersonal Gender role conflict of self-actualized personality" it must be mentioned that negative impact on self-actualization of men and women is determined by conflict in "Married couple" also there are problems with self-understanding. They lose confidence in themselves and listen to what other people say. Richu, (2015) reviewed "Study of moral values in relation to

secondary school students", it was found that there is significant difference in moral values in relation to self-actualization of secondary school students. It was also found that there is no significant difference in self-actualization of boys and girls. Panda, (2015) found "Emotional intelligence as a correlate of self-actualization among teacher at secondary teacher training college" and determine whether a relationship between emotional intelligence and self-actualization. More specifically, the relationships between the different composite scales of the TELL and SAI explored and data analysis revealed sufficient evidence to establish a significant correlation between emotional intelligence and self-actualization. Chandaliya, (2015) studied self-actualization among college students in context to sex, place of living and medium of teaching and reflect male and female college students both are significantly difference in self-actualization that means male self-actualization are less than female college students. Moghaddam *et al.* (2016) research "From self-reflection to self-actualization towards academic EFL student's success" and revealed in his study that boosting students' self-actualization should be teachers' goal and it be accomplished by the application of self-actualization and viewing autonomy in learners as teaching ultimate goal. Kapur (2019) research paper objective is to understand individual self-actualization according to his research Self-actualization is referred to enabling the individuals to realize their own potentials and make use of their skills and capabilities in the implementation of tasks and activities. A self-actualized person does not have the need for motivational drives. A self-actualized person approaches life with an attitude of newness or even appreciates old experiences. Abraham Maslow described self-actualized individuals as the ones, who are self-fulfilled and they normally perform the tasks, which they are capable of. In self-actualization, the individuals recognize their complete potential and make use of their skills and abilities to carry out various tasks and activities satisfactorily. Recognition of one's skills and capabilities is of utmost significance for the individuals, which enables them to achieve their personal and professional objectives. This research paper include, the hierarchy of needs, characteristics of self-actualized individuals, ways in which the individuals can self-actualize, and

role of adult education in promoting individual self-actualization.

Studies Related to Attitude Towards Religion:

Christopher (2014) studied the impact of religious faith on attitude to “environmental issues” and “carbon capture and storage” and explore how religion might shape ecological paradigm scale, including the relationship between harmonious and the environment. This study also explored how religious beliefs and values might influence perspective: a) climate change and b) the acceptability of carbon capture and storage technologies. Yablon *et al.* (2014) conducted research on “Religion and happiness: a study among female under graduate students in Israel” and found that this can help to provide empirical support for the contribution being made to human well-being to human flourishing by religious education. Fear of the Lord and religious commitment are indeed reflected in greater well-being and happiness. Kumar and Mittal (2014) under study “Religious attitude, modernization and aggression of college going students and its impact on their academic achievement” found that Hindu and Muslim students have been found to differ significantly in religious attitude, modernization and aggression. Hindu boys and girls have been found to differ significantly in all the research variable. Markoe (2015) conducted study on “Pew study: More Americans reject religion, but believers firm in faith” and shows that women are more prayerful than man, with 64% saying they pray every day, compared with 46% of men. Mahmoudi *et al.* (2016) in their study, “An investigation religious attitude among students of Shiraz university of medical science” find that the religious attitude is affecting various aspects of human life. There is a necessity for comprehensive and functional planning which is in according with the condition of the time and student generation needs. Okamura, *et al.* (2018) study “A positive attitude towards provision of end-of-life care may protect against burnout: Burnout and religion in a super-aging society”, the study aims to investigate factors associated with burnout of nurses and care workers in nursing homes and geriatric hospitals in Japan. The use of Buddhist priests, the major religion in Japan, was also explored. Questionnaires for nurses and care workers were sent to 10 care facilities. The survey questions included basic demographic information,

the Japanese Burnout Index and the Japanese version of the Frommelt Attitude Toward Care of Dying Scale. They also asked questions about use of Buddhist priests for tasks such as helping to manage the anxiety or distress of patients, families, and staff, or providing sutra chanting. Finding of the study revealed 323 questionnaires were returned, of which 260 were used for analysis. Only 18 (6.9%) answered that they had any religious beliefs, which was relatively low compared to 27% from governmental survey data. In total, however, 71% expressed a need for Buddhist priests to help with anxiety or distress among patients. A positive attitude towards providing end-of-life care was a protective factor against depersonalization. It was, however, also related to lower feelings of personal accomplishment. Conclusive Care homes and geriatric hospitals may want to consider calling more on religious resources as a support for staff and patients. Leslie & *et al.* (2019) studied “Christian Identities, Theologies of Religion, and Attitude towards Religious Diversity: A Study among 13- to 15-Year-Old Students across the UK” Understanding variations in public attitudes towards religious diversity is a matter of concern within both the social scientific study of religion (concerned with religious factors) and empirical theology (concerned with theological factors). Drawing on data provided by 10,734 13- to 15-year-old students from England, Northern Ireland, Scotland, and Wales, this study tests the power of religious factors and theological factors to explain variance within the Attitude toward Religious Diversity Index (ARDI). Regression analyses demonstrate that theological factors account for additional variance after the inclusion of seven religious’ factors. The insights of the social scientific study of religion and empirical theology are complementary in this regard.

Hence review of related research studies revealed that self-actualization is person’s desire for self-improvement, or actual use of potentialities, talents and capacities. In this religion-based society attitude towards religion can be defined as beliefs, acceptance, like or dislike, feeling or experience towards religious issues.

Rationale of the Study

Education is the basic necessity of the civilized man

as Mahatma Gandhi said “By education I mean an all-round drawing out of the best in Child and Man-body, Mind and spirit”. Drawing out best from one’s capacities is self-actualization and it is described by Maslow as the desire to fulfill one’s capacities, including aspects such as the thirstier knowledge, understanding, and a desire for beauty. The present study proposes to investigate the relationship between self-actualization and attitudes towards religion of respective teachers. Students in today’s such corrupt society, it is really hard to identify the real worth of humanity especially for college going pupil teachers. Who read these religious thoughts only in books but cannot find any actual working area. Then how could they come to know that religions are not only the path but the real destiny of life among the entire biter and the better situation at point of deterioration of religious attitudes there is a great need to develop their own inner potentialities or actualize them which may be defined as self-actualization. So, it was thought worthwhile by the investigator to study the relationship between self-actualization and attitudes towards religions. The result of the present or proposed study will help in knowing the relationship between self-actualization and attitude towards religion of perspective teachers.

Statement of the Problem: Study of Self-Actualization in Relation to Attitude towards Religion

Operational Definitions of the Terms Used

Self-actualization: self-actualization indicates highest motivated individuals, its explanation is not so sample variously thought of – a need, a cognitive, a trait, a life process etc. it is person’s desire for self-improvement or actual use of potentials, talents and capacities.

Attitude toward religion: An Attitude towards religion can be define as one’s beliefs, acceptance, like or dislike, feelings or experience towards religious issues. Religious attitudes are open mindedness and objectivity but this not always essential to our religious nature.

Pupil teachers: Perspective teachers mean persons who are doing the degree or course of bachelor of education.

Objectives of the Study: The study will be undertaken with following objective:

- ❑ Study the relationship between Self-Actualization and Attitude of Pupil Teachers.
- ❑ To study the relationship between Self-Actualization and Attitude towards Religion of Reserved Pupil Teachers.
- ❑ To study the relationship between Self-Actualization and Attitude towards Religion of Unreserved Pupil Teachers.
- ❑ To study the relationship between Self-Actualization and Attitude towards Religion of Rural Pupil Teachers.
- ❑ To study the relationship between Self-Actualization and Attitude towards Religion of Urban Pupil Teachers.
- ❑ To study the relationship between Self-Actualization and Attitude towards Religion of Aided Colleges Pupil Teachers.
- ❑ To study the relationship between self-actualization and attitude towards Religion of Unaided Colleges pupil teachers.
- ❑ To study the relationship between Self-Actualization and Attitude towards religion of Male Pupil Teachers.
- ❑ To study the relationship between Self-Actualization and Attitude towards Religion of Female Pupil Teachers.

Hypotheses of the Study

Following hypothesis were formulated for the investigation:

- ❑ H01: There will be no significant relationship between Self-Actualization on and Attitude towards Religion of Pupil Teachers.
- ❑ H02: There will be no significant relationship between Self-Actualization and Attitude towards Religion of Reserved Pupil Teachers.
- ❑ H03: There will be no significant relationship between Self-Actualization and Attitude towards Religion of Unreserved Pupil Teachers.
- ❑ H04: There will be no significant relationship between Self-Actualization and Attitude towards Religion of Rural Pupil Teachers.
- ❑ H05: There will be no significant relationship between Self-Actualization and Attitude towards Religion of Urban Teachers.

- ❑ H06: There will be no significant relationship between Self-Actualization and Attitude towards Religion of Aided Colleges Pupil Teachers.
- ❑ H07: There will be no significant relationship between Self-Actualization and Attitude towards Religion of Unaided Colleges Pupil Teachers.
- ❑ H08: There will be no significant relationship between Self-Actualization and Attitude towards Religion of Male Pupil Teachers.
- ❑ H09: There will be no significant relationship between Self-Actualization and Attitude towards Religion of Female Pupil Teachers.

Methodology

Researcher has conducted the Descriptive research following Survey method. The sample was taken through random sampling. The sample of the study consisted of 192 pupil teachers belonging to Hoshiarpur, Jalandhar, Kapurthala and Ludhiana district of Punjab and data was collected using Sharma’s self-actualization inventory 1971 and Ojha’s Attitude Scale (1971) for measuring self-actualization and attitude respectively. As a Statistical measure Co-efficient of correlation was computed to detect the correlation between the variable and Graphic representation of the data was also done.

Delimitations of the Study: The following were the delimitations of the study:

- ❑ The study was delimited to Reserved category and Unreserved category Pupil Teachers.
- ❑ The study was delimited to Urban and Rural Pupil Teachers.
- ❑ The study was delimited to Pupil teacher of Aided and Unaided colleges.
- ❑ The study was delimited to Male and Female Pupil Teacher.
- ❑ The study was delimited to Moga and Ludhiana District of Punjab.

Result and Findings: This objective was achieved within the framework of the hypotheses:

Hypothesis 1 (H01): “There will be no significant relationship between Self-Actualization and Attitude Towards Religion of Pupil Teachers.”

Table 1: Showing Correlation of Self-Actualization and Attitude Towards Religion of Pupil Teachers

Sl. No.	Variable	N	Correlation (r)	Level of significance
1	Self-Actualization	192	0.22	Significant at 0.01 level
2	Attitude Towards Religion	192		

The table 1 shows that the value of correlation between self-actualization and attitude towards religion of pupil teachers is 0.22, which in comparison to table values was found significant at 0.01 level of significance. Thus, the null hypothesis H01 is rejected. The result indicates that the relationship between self-actualization and attitude towards religion is very low correlate to each other. This result suggests that individuals who show a more positive attitude towards religion tend to exhibit higher levels of self-actualization. The findings reveal that religion, when approached with a positive attitude, may contribute to psychological growth and self-fulfillment.

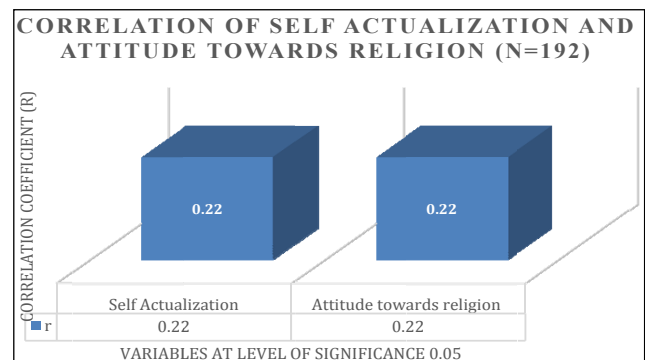


Fig. 1: Bar graph showing Coefficient of Correlation between Self-Actualization and Attitude Towards Religion of Pupil Teachers

Hypothesis 2 (H02): “There will be no significant relationship between Self-Actualization and Attitude Towards Religion of reserved Pupil Teachers”

Table 2: Showing Correlation of Self-Actualization and Attitude towards Religion of Reserved Pupil Teachers

Sl. No.	Variable	N	Correlation (r)	Level of significance
1	Self- Actualization	96	-0.02	Not Significant
2	Attitude Towards Religion	96		

The table 2 shows that the value of correlation between Self-actualization and attitude towards religion of Reserved pupil teachers is -0.02, which in comparison to table values was found not significant at 0.05 level of significance. The negative sign suggests that as attitude towards religion increases, self-actualization tends to decrease slightly; however, the value is extremely close to zero, indicating almost no linear relationship between the two variables. Thus, the null Hypothesis 2. "There will be no significant relationship between Self-Actualization and Attitude towards Religion of Reserved Pupil Teachers" is accepted. The result indicates that the relationship between Self-actualization and attitude towards religion of reserved pupil teacher is negligible correlate to each other.

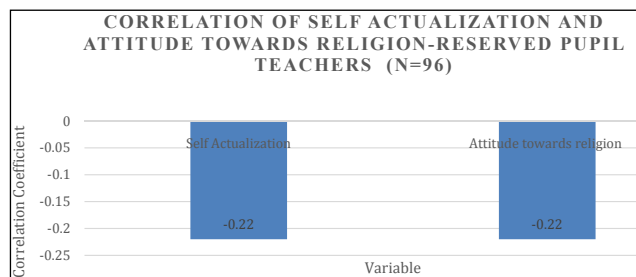


Fig. 2: Bar graph showing coefficient of correlation between Self-Actualization and Attitude Towards Religion of Reserved Pupil Teachers

Hypothesis 3 (H03): "There will be no significant relationship between Self-Actualization and Attitude Towards Religion of Unreserved Pupil Teachers."

Table 3: Showing Correlation of Self-Actualization and Attitude Towards Religion of Unreserved Pupil Teachers

Sl. No.	Variable	N	Correlation (r)	Level of significance
1	Self-Actualization	96	0.08	Not Significant
2	Attitude Towards Religion	96		

The table 3 shows that the value of correlation between self-actualization and attitude towards religion of unreserved pupil teacher is 0.08, which in comparison to table values was found not significant at 0.05 level of significance. Thus, the null Hypotheses 3: "There will be no significant relationship between Self-Actualization and Attitude towards Religion of Unreserved Pupil Teachers" is

accepted. The result indicates that the relationship between Self-actualization and attitude towards religion of unreserved pupil teacher is negligible correlate to each other. The findings suggest that individuals' attitudes towards religion have little to no influence on their level of self-actualization.

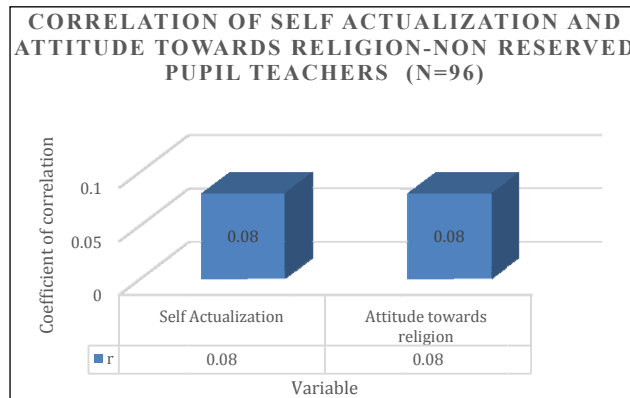


Fig. 3: Bar graph showing coefficient of correlation between Self-Actualization and Attitude Towards Religion of Unreserved of Pupil Teachers

Hypothesis 4: "There will be no significant relationship between Self-Actualization and Attitude Towards Religion of Rural Pupil Teachers."

Table 4: Showing Correlation of Self-Actualization and Attitude Towards Religion Rural of Pupil Teachers

Sl. No.	Variable	N	Correlation (r)	Level of significance
1	Self- Actualization	96	-0.15	Significant at .05 level
2	Attitude Towards Religion	96		

The table 4 shows that the value of correlation between Self-actualization attitude towards religion of Rural Pupil Teaches is -0.15, which in comparison to table values was found insignificant at 0.05 level of significance. Hypotheses 4: "There will be no significant relationship between Self-Actualization and Attitude towards Religion of Rural Pupil Teachers" is rejected. The result indicates that the relationship between Self-actualization and attitude towards religion of Rural pupil teacher is very low correlate to each other. The negative direction of the correlation suggests that as attitude towards religion increases, the level of self-actualization tends to decrease, though the relationship is weak in magnitude.

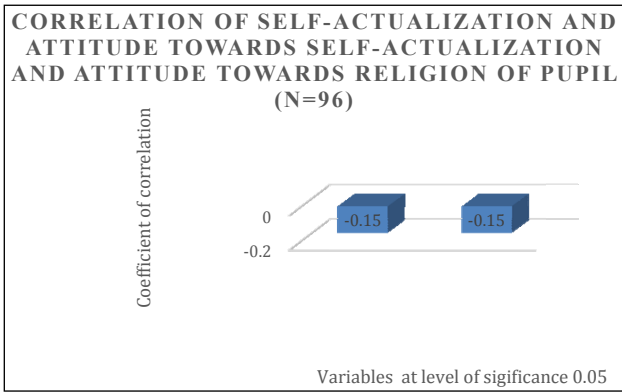


Fig. 4: Bar graph showing coefficient of correlation between Self-Actualization and Attitude Towards Religion Rural of Pupil Teachers

Hypothesis 5: “There will no significant relationship between Self-Actualization and Attitude Towards Religion of Urban Teachers.”

Table 5: Showing Correlation of Self-Actualization and Attitude Towards Religion of Urban Pupil Teachers

Sl. No.	Variable	N	Correlation (r)	Level of significance
1	Self- Actualization	96		
2	Attitude Towards Religion	96	-0.001	Not Significant

The table 5 shows that the value of correlation between self-actualization and table values was found not significant at 0.05 level of significance. Hypothesis 5: “There will be no significant relationship between Self-Actualization and Attitude towards Religion of Urban Teachers” is accepted.

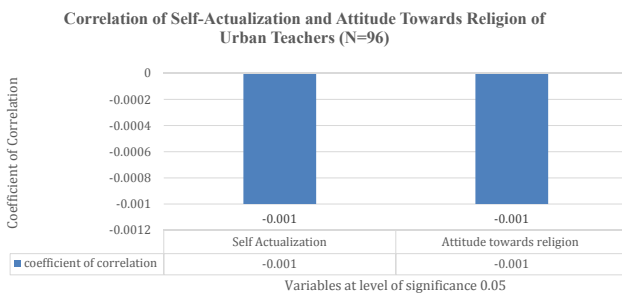


Fig. 5: Bar graph showing coefficient of correlation between Self-Actualization and Attitude Towards Religion of Urban Pupil Teachers

The result indicates that the relationship between Self-actualization and attitude towards religion of unreserved pupil teacher is negligible significant to each other. The table presents the correlation

between Self-Actualization and Attitude towards Religion for a sample of 96 aided college pupil teachers. The obtained correlation coefficient (r) is -0.001 , which indicates an almost zero and negligible negative relationship between the two variables.

Hypothesis 6: “There will be no significant relationship between Self-Actualization and Attitude Towards Religion of Aided Colleges Pupil Teachers.”

Table 6: Showing Correlation of Self-Actualization and Attitude Towards Religion of Aided Colleges Pupil Teachers

Sl. No.	Variable	N	Correlation (r)	Level of significance
1	Self- Actualization	96		
2	Attitude Towards Religion	96	0.14	Not Significant

The table 6 shows that the value of correlation between self-actualization and attitude towards religion of aided colleges pupil teachers is 0.14, which in comparison to table values was found not significant at 0.05 level of significance. Hypothesis 6: “There will be no significant relationship between Self-Actualization and Attitude towards Religion of Aided Colleges Pupil Teachers” is accepted. The result indicates that the relationship between Self-actualization and attitude towards religion of unreserved pupil teacher is very low correlate to each other. The findings suggest that the self-actualization of pupil teachers in aided colleges is not significantly influenced by their attitude towards religion. Factors such as professional training, teaching environment, academic experiences, and personal motivation may play a more prominent role in shaping self-actualization than religious attitudes.

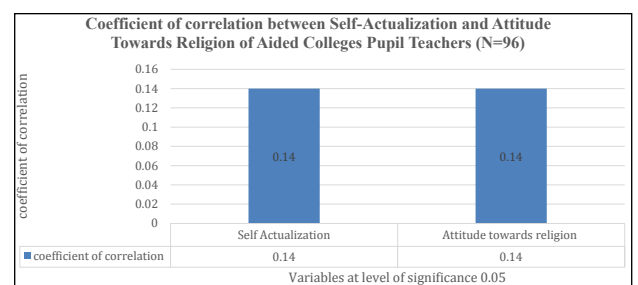


Fig. 6: Bar graph showing coefficient of correlation between Self-Actualization and Attitude Towards Religion of Aided Colleges Pupil Teachers

Hypothesis 7: “There will be no significant relationship between Self-Actualization and Attitude Towards Religion of Unaided Colleges Pupil Teachers.”

Table 7: Showing Correlation of Self-Actualization and Attitude Towards Religion of Unaided Colleges Pupil Teachers

Sl. No.	Variable	N	Correlation (r)	Level of significance
1	Self- Actualization	96		
2	Attitude Towards Religion	96	0.23	Significant at 0.05 level

The table 7 shows that the value of correlation between self-actualization and attitude towards religion of unaided colleges pupil teachers is 0.23, a positive attitude towards religion is associated with higher levels of self-actualization which in comparison to table values was found significant at 0.01 level. Thus, the null Hypothesis 7: “There will be no significant relationship between Self-Actualization and Attitude Towards Religion of Unaided Colleges Pupil Teachers” is rejected. The result indicates that the relationship between Self-actualization and attitude towards religion of unreserved pupil teacher is very low correlate to each other. This suggests that religious attitudes may contribute to personal meaning, value orientation, and psychological growth, thereby supporting self-actualization among this group.

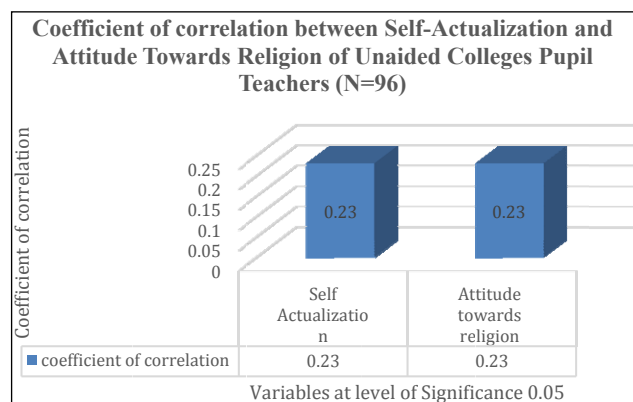


Fig. 7: Bar graph showing coefficient of correlation between Self-Actualization and Attitude Towards Religion of Unaided Colleges Pupil Teachers

Hypothesis 8: “There will be no significant relationship between Self-Actualization and Attitude Towards Religion of Male Pupil Teachers.”

Table 8: Showing Correlation of Self-Actualization and Attitude Towards Religion of Male pupil teachers

Sl. No.	Variable	N	Correlation (r)	Level of significance
1	Self- Actualization	96		
2	Attitude Towards Religion	96	0.88	Significant at 0.01 level

The table 8 shows that the value of correlation between self-actualization and attitude towards religion of male pupil teachers is 0.88, which in comparison to table values was found significant at 0.01 level. Thus the null Hypothesis 8: “There will be no significant relationship between Self-Actualization and Attitude Towards Religion of Male Pupil Teachers” is rejected. The result indicates that the relationship between Self-Actualization and Attitude Towards Religion of Unreserved pupil teacher is high positive correlate to each other. The findings indicate that for male pupil teachers, a positive attitude towards religion may play a substantial role in fostering self-actualization. Religious attitudes may provide emotional stability, moral grounding, purpose in life, and motivation, which together contribute to personal growth and professional commitment in teacher education contexts.

Coefficient of correlation between Self-Actualization and Attitude Towards Religion of Male Pupil Teachers (N=96)

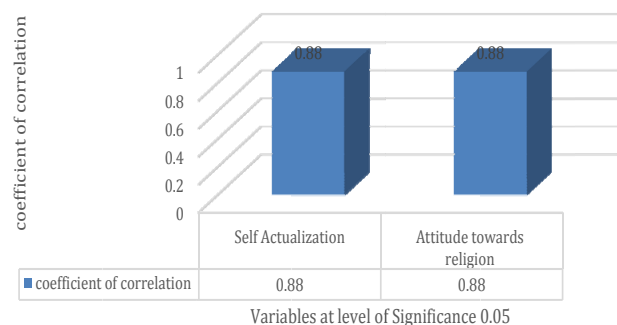


Fig. 8: Bar graph showing coefficient of correlation between Self-Actualization and Attitude Towards Religion of Male Pupil Teachers

Hypothesis 9: “There will be no significant relationship between Self-Actualization and Attitude Towards Religion of Female Pupil Teachers.”

Table 9: Showing Correlation of Self-Actualization and Attitude Towards Religion of Female Pupil Teachers

Sl. No.	Variable	N	Correlation (r)	Level of significance
1	Self- Actualization	96		
2	Attitude Towards Religion	96	0.28	Significant at 0.01 level

The table 9 shows that the value of correlation between self-actualization and attitude towards religion of female pupil teachers is 0.28, which in comparison to table values was found significant at 0.01 level. Thus the null Hypothesis 9: “There will be no significant relationship between Self-Actualization and Attitude Towards relationship between Self-Actualization and Attitude towards Religion of Female pupil teachers is very low significant to each other. The findings suggest that female pupil teachers who possess a positive attitude towards religion tend to show higher levels of self-actualization. This may be attributed to the role of religion in providing emotional support, value orientation, inner strength, and a sense of purpose, which can facilitate personal growth and self-fulfillment among female pupil teachers.

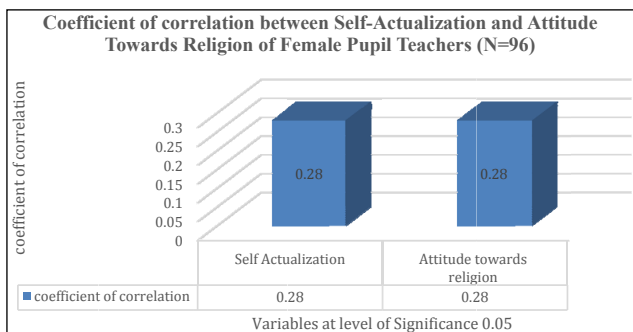


Fig. 9: Bar graph showing coefficient of correlation between Self-Actualization and Attitude Towards Religion of Female Pupil Teachers

Major Findings, Educational Implications and Suggestions

Hypothesis I. “There will be no significant correlation between self-actualization and attitude towards religion of pupil teachers” is rejected. The result indicates that the relationship between self-actualization and attitude towards religion of pupil teachers is significant but very low correlate to each other.

Hypothesis 2. “There will be no significant relationship between Self-Actualization and Attitude towards Religion of Reserved Pupil Teachers “accepted. The result indicates that the relationship between Self-actualization and attitude towards religion of Reserved Pupil Teacher is not significant and negligible correlate to each other.

Hypothesis 3: “There will be no significant relationship between Self-Actualization and Attitude towards Religion of Unreserved Pupil Teachers” is accepted. The result indicates that the relationship between Self-actualization and attitude towards religion of Unreserved Pupil Teacher is not significant and negligible correlate to each other.

Hypothesis 4: “There will be no significant relationship between Self-Actualization and Attitude towards Religion of Rural Pupil Teachers” is rejected. The result indicates that the relationship between Self-actualization and attitude towards religion of Rural pupil teacher is significant but very low correlate to each other.

Hypothesis 5: “There will be no significant relationship between Self-Actualization and Attitude towards Religion of Urban Teachers” accepted. The result indicates that the relationship between Self-actualization and attitude towards religion of unreserved pupil teacher is not significant and negligible correlate to each other.

Hypothesis 6: “There will be no significant relationship between Self-Actualization and Attitude towards Religion of Aided Colleges Pupil Teachers” is accepted. The result indicates that the relationship between Self-actualization and attitude towards religion of unreserved pupil teacher is not significant and very low correlate to each other.

Hypothesis 7: There will be no significant relationship between Self-Actualization and Attitude Towards Religion of Unaided Colleges Pupil Teachers is rejected. The result indicates that the relationship between Self-actualization and attitude towards religion of unreserved pupil teacher is significant but very low correlate to each other.

Hypothesis 8: “There will be no significant relationship between Self-Actualization and Attitude Towards Religion of Male Pupil Teachers” is rejected. The result indicates that the relationship between Self-actualization and attitude towards religion of unreserved pupil teacher is significant but high positive correlate to each other.

Hypothesis 9: “There will be no significant relationship between Self-Actualization and Attitude towards Religion of Female Pupil Teachers” is rejected. The result indicates that the relationship between Self-actualization and Attitude Towards religion is significant but very low correlate to each other.

Educational Implications of the Study

The knowledge provided by present research can be used by researchers, educational planners, teachers, psychologists, guidance workers, policy makers, teacher educators and parents in varied ways:

- ❑ From the present research work researchers can understand the meaning and definitions of self-actualization and attitude towards religion.
- ❑ Researchers can use the review provided by present research for further research work, for elementary, graduation & post-graduation level.
- ❑ The present study can be helpful to the education planners, administrators and policy makers in planning, drafting and transacting a balanced curriculum which will be helpful lessening self-actualization in students.
- ❑ The present study can be helpful to school authorities- principals and teachers develop the teaching strategies and approaches which produce the self-actualization in students in their tests, examination, practical's, difficult subjects.
- ❑ Present study can be helpful for the guidance workers to guide the students and for teachers to enhance the self-actualization of students.
- ❑ The present study can be beneficial for parents to develop positive attitude towards religion in their children also for the society in changing attitude towards religion.
- ❑ The present study can be helpful for students to find their abilities in various subjects such as music, arts, yoga etc.
- ❑ The present study can be beneficial for psychologists to establish new ideas for developing attitude towards religion.
- ❑ The current study can be useful for analyses self- actualization of students and teachers.
- ❑ Religion plays a vital role in society, so the recent study can be helpful to understand that what people think about religion.
- ❑ The present study is not limited to one religion. It has wider scope as it is based on multi-religion.
- ❑ The current study is beneficial for teacher educators to produce effective teachers who enable to improve self-actualization.
- ❑ School act as mirror of society, so this study can be helpful for schools to change the attitude towards religion of students.
- ❑ The present study can be helpful to organize various co-curricular activities for students to enhance self – actualization.
- ❑ The current study can be useful for teachers in planning and they can get information about how they can develop positive attitude towards religion.
- ❑ The recent study can be helpful for researchers to know the point of view about self-actualization and attitude towards religion.
- ❑ The present study of self-actualization can be helpful for parents to identify talents of their children and to encourage them.

Suggestions or Recommendations

- ❑ For Curriculum Development incorporate modules on holistic personal development that allow pupil teachers to explore both professional and spiritual dimensions at their own pace and create optional enrichment programs on values education, ethics, and personal philosophy without making these compulsory for all students.
- ❑ For Counseling Services establish mentoring systems that recognize rural pupil teachers may benefit from discussing the intersection of personal meaning-making and professional growth by providing gender-sensitive guidance that respects different approaches to integrating spirituality with career aspirations.
- ❑ For Teacher Preparation Programs train teacher educators to recognize diverse pathways to self-actualization, acknowledging that some students (particularly males) may find spiritual dimensions significant, while others may not.

Ensure that institutional factors (aided vs. unaided colleges) inform support systems rather than assuming uniform needs across all teaching contexts.

- ❑ Use these findings to counter any tendency toward prescriptive approaches that assume all teachers must develop spiritually to achieve professional excellence.
- ❑ Support diverse pathways to teacher effectiveness that may or may not include religious or spiritual engagement.

CONCLUSION

Data analyzed and interpreted above and concluded that Self-Actualization and attitude towards religion of Rural Pupil teachers, Male Pupil Teachers and Female Pupil teachers is correlated significantly while Self-Actualization and attitude towards Religion of Reserved, Unreserved, Urban, Aided and Unaided colleges pupil teachers is not significantly correlated. Although Overall Self-actualization and attitude towards Religion is also correlated significantly. On the bases of findings with the self-actualization and attitude towards religion are founded either correlated or not significantly. The study will help to different stakeholders for self-realization through attitude towards religion at various levels, spheres, locality and different sections of society including teachers, administrators, policy makers etc. The study can be taken up in different forms like variable, co-variables, sample size, locality, comparison, design, target groups. The absence of the significant relationship among Reserved Vs. Unreserved pupil teacher reveals that reservation status alone may not determine the self-actualization-religion attitude connection. Educational programs should avoid stereotyping students based on reservation category and instead focus on individual developmental needs. Whereas A significant but very low correlation exists for rural pupil teachers, while urban teachers show negligible correlation. This indicates that rural pupil teachers may benefit from curriculum integration that acknowledges spiritual and self-actualization dimensions, as these appear more interconnected in rural contexts. The research findings differ significantly between aided and unaided colleges. Unaided college teacher indicates significant correlation, require specialized

counseling and mentorship programs that help them integrate personal spiritual development with professional self-actualization goals while negligible correlations for aided college pupil teacher shows that they might benefit from secular, achievement-focused professional development programs. The finding reveals distinct gender patterns, the high positive correlation suggests that male teachers' self-actualization and religious attitudes are closely linked. Teacher education programs should incorporate discussions on how spiritual beliefs can support professional growth and ethical teaching practices whereas very low correlations indicate that female pupil teachers approach self-actualization and religious attitudes more independently. Programs should provide flexible pathways for professional development that don't assume religious or spiritual considerations will influence career aspirations.

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