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RFC: AT1120618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.
<http://www.dilemascontemporaneoseduccionpoliticayvalores.com/>

ISSN: 2007 – 7890.

Año: V Número: 2 Artículo no. 3 Período: Octubre 2017 – Enero, 2018.

TÍTULO: Investigación sobre la dependencia entre la autorrealización y el logro académico de los estudiantes de diferentes ocupaciones profesionales.

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RESUMEN: En este trabajo de investigación se investigaron las direcciones de la autorrealización de los estudiantes, teniendo en cuenta el asesoramiento profesional, el nivel educacional, el género, así como también la influencia del estatus socioeconómico (alto o bajo) en la autorrealización de los estudiantes en el contexto de sus logros académicos. A diferencia de las estudiantes, existe una correlación positiva y significativa entre el nivel de autorrealización del estudiante masculino y su rendimiento académico.

PALABRAS CLAVES: estudiante, autorealización, autoestima, logro académico, asesoramiento profesional.

TITLE: Researching of dependence between the self-realization and academic achievement of the students from different professional occupations

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ABSTRACT: In this research work, the directions of students' self-realization, having various professional counseling, educational level, gender status and also, the influence of socio-economic status (high or low) to the students' self-realization in the background of their academic achievement are investigated. Unlike female students, there is a positive and significant correlation between the level of male student's self-realization and their academic achievement.

KEY WORDS: student, self-realization, self-esteem, academic achievement, professional counseling.

INTRODUCTION.

Today social, economic, and political changes taking place in the society in general, and the adaptation of countries to these changes set certain expectations for the system of education all over the world. Azerbaijan is not an exception in this regard. The country is taking the path of active integration into the world community, which results in the development of civil society and sets new requirements for the educational system as one of the main agents in the process of integration.

In our days the role of education remains indispensable in the process of the development of a society. Issues such as the emergence of global tendencies in education, establishment of a single information and educational institution, transition to continuous education, etc., set strict requirements for staff training. Currently, the education level of people is measured also by the level of their self – development and self – improvement abilities; comprehensive self – realization arising from social orders and self – recognition in the society and in his/ her profession.

It should be noted that reasons for a number of failures are directly related to internal factors of personality, as well as, self – realization in the professional direction taking into consideration the importance of training and professional activity in students' self - realization. Low level of preparedness for self – realization and not approaching professional field as an object of self – realization cause a deep frustration of students. It is mentioned in the educational projects of

European Council and UNESCO that the world needs specialists who are capable to be cooperative in a successful and productive way, take the responsibility, have ability to use latest technologies and achieve self – realization. Advantageous educational and high academic indicators are not enough for the development of such specialists; so, students must be able to realize themselves. Today, there is an increasing demand for self – realization.

It must be taken into consideration that a demand for self – realization and preparedness for, it is increasing beyond the object of scientific research and in the most extensive layers of humanity. Previously, a significant increase in person's interest as the subject of self – realization was never observed as it is done now. In fact, it can be assumed that self – realization becomes the component of motive and aim in the person's life day by day. (E.V.Galajinski, 2012).

Various studies conducted in this sphere (Ryan R.M., Deci E.L. 2001) show that directions for students to realize themselves in various professions are different and are subject to psychological mechanisms. Based on the study of self – realization phenomenon from historical and psychological point of view, we can say that there are still enough aspects of this phenomenon which have not been revealed. For example, why students with creative qualities which are important for self – realization cannot find themselves in the life, but on contrary, students with low creativity are able to become more successful? Or in case there is a favorable educational atmosphere and students have higher academic indicators, the level of self – realization is low. What would be the explanation for that?

DEVELOPMENT.

According to the followers of humanistic psychology, self – realization is a congenital tendency directed to self – expression and self - actualization (J.Bugental (1959-1960), K.Goldstein (1939-1940), A. Maslow (1975), R.May (1982), G. Allport (1981), E.From (1989), etc.). Education and social environment must create conditions to actualize this tendency. Theoretical analysis directed to the study of self – realization phenomenon (Kormakova V.N. 2013, Shutenko L.K. 2012) allow to make such a conclusion that first of all, social and cultural conditions are additional resources for the development of students' self – realization from psycho-pedagogical point of view and it is

one of the most important conditions for self – realization in the professional field. Secondly, a favorable educational environment and social and cultural environment create conditions for students to transform professional field into the object of self – realization acting in the model of competitive behavior.

Observations show that students are not stimulated necessarily for self – realization in training and professional activity. This, in its turn, adversely affects professional qualities and personality of prospective specialists. This is related to the fact that necessary recommendations have not been developed for stimulation of self – realization in this field. Analysis of psychological and pedagogical studies shows that the level of most students' self – realization is low and it is a harmful tendency for modern society.

Necessity and importance of the implementation of studies.

One of the most important and main aims of the modern education is to create a basis for the realization of potential opportunities of students and increase the effectiveness of their education by continuously developing self – reliance. Teachers, controlling this field, as a rule, clearly understand the importance of realization of potential opportunities of students and their further development. Therefore, they establish teaching and learning activities, in such a way, that it causes to the formation of positive self-realization and self-esteem sense in students. And it is clear that the ability of improving motivation and self-confidence is one of the signs and duties of effective teaching (Burifi and Gud, 1986). The results of the studies dedicated to the problem and implemented practically are as follows:

- 1) Increase in the level of self-realization in students positively affects the learning process (Purkey, 1970). It was revealed that there is bilateral relations between the level of self-realization and ability to learn.
- 2) Self-esteem and self-realization in adequate way affects interpersonal relations and it is also subjected to opposite effect (Kuper Smit, 1970). With this in mind it is assumed that persons having self-esteem, self-realization in adequate way, as a rule, may establish good relations between individual. Such persons are selected for senior positions in most cases.

3) Self –realization positively affects creativity (Beyn and Coloms, 1999). The results of this study can be extremely useful in the university education related to the followings cases:

- a) Training of self-esteem and self-confidence which are the structural elements of self-realization in students, as a rule, improves motivation in educational process and leads the increase in the quality of education, as well as, students' making achievements.
- b) Improvement of self-realization and self-confidence in students forms moral values in certain ways and this prevents the emergence of problems between students.
- c) Positive self-realization forms commitment to the creativity and innovation in students.
- d) Increase of self-realization and self-confidence in students eliminates depressive cases along with the development of personal qualities in them.

Aims of study.

General aim. The determination of the relationship between the levels of self-realization with the academic achievements of students of Baku State University.

Specific aims:

- a) The determination of relationship between self-realization and academic achievement of students on the basis of gender, professional field, social activity, educational condition and socio-economic status.
- b) The determination of the difference between self-realization of students on the basis of various specialties (humanitarian and technical) and socio-economic condition (high and low level).

Hypotheses of the study:

1. There is an important and positive correlation between self – realization and academic achievements of students (main hypothesis).
2. There is an important and positive correlation between self – realization and academic achievements of male and female students (based on gender).
3. There is a positive and significant correlation between self – realization and academic achievements of students based on their majors.

4. There is positive and significant correlation between self – realization and academic achievements of students based on their socio-economic status (high and low).
5. There is a positive and significant correlation between students' motivation to study and self-realization.

Study questions:

1. Is there a significant and important difference between self – realization and academic achievements based on the socio-economic status (high and low) of students?
2. Is there a significant and important difference between self – realization and academic achievements depending on the major of students?

Variables that should be investigated.

Self-realization is accepted as an independent variable and the achievement in education is accepted as dependent variable in this study. Gender, major of students, social activity, educational conditions and socio-economic condition are accepted as control variables.

Method of study.

For the purposes of the current study, various methods were used. The psychological test on self-realization was conducted with the sample of the study. In addition to it, the academic records of the students were analyzed and the socio-demographic information was collected using questionnaires. The data collected from the sample was analyzed with statistical tests. The main purpose of doing these tests was to identify whether certain relations are taking place among the studied variables. It was important to see whether variables do correlate with each other, is correlation negative or positive, and whether the correlation is statistically significant. Therefore, we can say that correlation method is used for two main goals:

- a) Identification of relations between variables.
- b) Statistical significance of identified relations.

Study has applied qualitative analysis trying to reveal the dependence of academic achievement of students on the self-realization level and quantitative analysis regarding the influence of such variables as socio-economic condition (high and low) and residential places (local and non-local). So, qualitative and quantitative analysis were used to explore the assumptions of the study.

Statistics of the students.

The study was conducted on students studying at various faculties of Baku State University in 2014. 368 persons participated in the study.

The results of the study were implemented by using the formula of $S = \frac{Z^2 NP(1-P)}{d^2(N-1)+Z^2P(1-P)} = 368$.

Creidge and Morgan (1970) proposed this formula for independent degree with the 95 % reliability coefficient.

Selection of the persons that will participate in the study was implemented by means of random selection method. Proportional division of samples in relation to the size of layers is equivalent to the fraction of $\frac{n}{N}$.

Method for the data collection.

Two types of questionnaires were used for data collection purposes. Firstly, questionnaire was developed for the purpose of collecting socio-demographic and academic information about the sample (education, academic achievement, as well as, their socio-economic condition and academic major). In addition to this, economic condition of the student was divided into two levels being low and high in the study, and the second type was developed in the direction of measuring the self-realization level of students. "Personality orientation" questionnaires which is the shortened form of SAT test of A. Shostrom was used for measuring the self-realization level of subjects. This questionnaire consists of 15 questions and measurement in 3 levels.

Psychometric verification and reliability of the test.

The reliability of the methodology was determined in accordance with the sustainability criteria of the data (Shostrom E., 1996). All the questions and coefficients passed the critical point on

$\alpha < 0,01$, the reliability coefficients of this test is higher than 90% for female and male students. Grades being so high is related to the possibility of diagnosis of deep psychological characteristics of personality within the limited period.

Method for the data analyses.

Information in practical analyses division was given in brief form in the next two tables. By paying attention to the various variables of the study, their absolute majority and percent of results, as well as average point and deviations of the criteria were calculated.

As the study information has certain intervals in the final analyses division of information, parameter static accounting was used for the analysis of information on self-realization level and academic achievement. In this term, correlation method of Pearson was used for the purpose of testing the assumptions. Static method (t-test) was used for testing the important and significant differences between average numbers of two independent groups in the direction of studying the results of the researches related to the study questions. The results of the study was implemented by using SPSS-17 software.

Results of the study.

Table 1. Indicators of correlation between self-realization level and academic achievements of the students.

Correlation coefficient	Average	Self-realization
Pearson correlation	1	0.141**
Significance level (bilaterally)	1	0.007
N	368	368

** . Correlation is significant at the level of 0.01 (**bilateral**).

$$H_0: r_{xy} = 0, H_1: r_{xy} \neq 0$$

As it is seen from Table 1, the option of zero denies paying attention to the degree of significance (p – value). Therefore, there is a positive and significant correlation between students' self – realization and academic achievement. It means that as students' academic indicators increase, the

level of their self – realization also tends to rise. We can see it, in the fact, that this has a significant indicator in the level of $p = 0.001$.

Table 2. Students' self – realization and academic achievement in terms of gender differences.

		Correlation coefficient.	Self – realization.
Boys	Medium	Pearson correlation coefficient	0.154*
		Level of significance (bilateral)	0.014
		N	176
Girls	Medium	Pearson correlation coefficient	0.132
		Level of significance (bilateral)	0.167
		N	192

Note: * Correlation is significant at the level of 0.05.

As it is shown in the Table 2, there is a positive and significant correlation between the level of male students' self – realization and academic indicators. However, there is no positive and significant correlation between the level of female students' self – realization and academic indicators. It should be mentioned that if an increase in the variables for one group is observed with an increase in the variables in another group or a decrease in the variables for one group is observed with a decrease in the variables in another group, there will be a positive correlation between two variable groups. So, we can come to a conclusion that academic indicators don't affect the level of girls' self – realization. On the contrary, learning indicators are proportionate to the level of self – realization. However, further measurements showed that the level of girls' self – realization is higher than boys for faculties, and as well, gender aspects. However, it is not relevant for academic indicators. Of course, we compared the results of bachelor and master students to determine the dynamic indicators of self – realization in general.

Table 3. Bachelor and master students' self – realization and academic indicators.

Education levels	Correlation coefficient	Medium	Self – realization
Bachelor	Pearson correlation coefficient	1	0.202**
	Level of significance (bilateral)		0.001
	N	280	280
	Pearson correlation coefficient		
Master		1	-0.048
	Level of significance (bilateral)		0.656
	N	88	88

Note: ** Correlation is significant at the level of 0.01.

As it is seen from Table 3, there is a positive and significant correlation between the level of bachelor students' self – realization and academic indicators which confirm the conclusion made in the previous study ($p=0,001$, $r=0.202^*$). However, there is a negative correlation between the level of master students' self – realization and academic indicators, and this correlation is not significant. This fact shows that the level of self – realization tends to dynamic changes in education.

Table 4. Indicators of correlations between students' social and economic conditions and the level of self – realization.

Social and economic conditions	Correlation coefficient	Self - realization	Medium
High	Pearson correlation coefficient	1	0.116
	Level of significance (bilateral)		0.097
	N	206	206
	Pearson correlation	0.116*	1
Low	Pearson correlation	0.184*	1
	Level of significance (bilateral)	0.019	.
	N	162	162

Note: * Correlation is significant at the level of 0.05 (bilateral correlation).

As can be seen from Table 4, there is a positive correlation between the level of self – realization and academic indicators of students with higher economic status. This correlation is significant at the level of $p=0,05$ and $r=0,116^*$. However, there is also a positive correlation between the level of self – realization and academic indicators of students with lower economic status.

This correlation is significant at the level of $p=0,05$ and $r=0,184^*$. This fact shows that if there is a dependence between social and economic status and self – realization, equal result for both criteria makes this dependence insignificant. Therefore, the assumption of dependence of students' social and economic status on the level of their self – realization is denied. We witness it in the statistical indicators of differences.

Table 5. Statistical indicators of differences between students' social and economic status and the level of their self – realization.

	Position	N	Medium	Standard deviation	Standard mean error
Self - realization	High	206	32.4951	7.93925	0.55315
	Low	162	31.7840	7.63102	0.59955

Table 6. Indicators of possible differences in free samples.

		Levene's Test for Equality of Variances		Test for equality of means						
		Difference	Level of significance	t	Difference	Level of significance (bilateral)	Mean difference	Standard error difference	95% confidence interval of the difference	
									High	High
Self – realization	Probable equality of difference	0.143	0.706	0.868	366	0.386	0.7112	0.81962	0.90057	2.32296
	Probable equality of difference			0.872	351.644	0.384	0.7112	0.81574	-0.89316	2.31555

$$H_0: \mu_1 = \mu_2 \quad H_1: \mu_1 \neq \mu_2$$

As it is seen from Table 6, paying attention to the degree of significance of “T” test, the option of zero is not denied. We came to such a conclusion that there are not significant differences between the level of students' self – realization in terms of their social and economic status.

From table 6, it is obvious that there is no correlation between self – realization and academic indicators of students of technical faculties. Additional surveys showed that students of technical faculties do not see their profession as the object of self – realization in professional field. They emphasized that they would work not in their own field, but in different areas after graduation. On the contrary, there is a positive and significant correlation between self – realization and academic indicators of the students of humanitarian facilities. This factor is characterized by the fact that they see their profession as the object of self – realization. The results of the study once more showed that in general, there is a positive and significant correlation between self – realization and academic indicators of students. This result confirmed the correlation at the degree of $p < 0,01$ in the of 14 %. The result obtained is found in most of previous studies and it is in the same direction with them.

Table 7. Correlation between self – realization and academic indicators of students of different faculties.

Technical faculties	Medium	Pearson correlation coefficient	1	0.061
		Level of significance (bilateral)		0.482
		N	133	133
	Self – realization	Pearson correlation coefficient	0.061	1
		Level of significance (bilateral)	0.482	
		N	133	133
Humanitarian faculties	Medium	Pearson correlation coefficient	1	0.193**
		Level of significance (bilateral)		0.003
		N	235	235
	Self – realization	Pearson correlation coefficient	0.193**	1
		Level of significance (bilateral)	0.003	
		N	235	235

* Correlation is significant at the level of 0.01 (bilateral).

Table 8. Statistical indicators of significant differences between students' self – realization and academic indicators based on their demographic indicators.

Position		N	Medium	Standard deviation	Standard mean error
Self - realization	City	133	29.8947	8.41109	0.72933
	District	235	33.4766	7.13563	0.46548

According to the data presented in the Table 9, paying attention to the degree of significance of “T” test, the option of zero is denied. We came to such a conclusion that there are significant differences between students' self – realization in terms of professional direction. Survey revealed that the level of self – realization of students of technical facilities is lower than students of humanitarian faculties. This is appropriate for indicators that we obtained in the previous study. Here, difference is significant both in terms of academic indicators and also, faculties.

Table 9. Indicators of possible differences in free samples.

S S Self – realization	Levene's Test for Equality of Variances		Free samples						
	Difference	Level of significance	t	Difference	Level of significance	Mean difference	Standard error difference	95% confidence interval of the difference	
								High	High
Probable equality of difference	8.172	0.004	-4.332	366	0.000	-3.5819	.82687	-5.20786	-1.95585
Probable equality of difference			-4.140	239.061	0.000	-3.5819	.86521	-5.28628	-1.87744

Note: $H_0: \mu_1 = \mu_2$ $H_1: \mu_1 \neq \mu_2$

It must be taken into account that though the description of facts informs the presence of certain relations from statistical point of view, determination of factors standing behind these relations is necessary. Otherwise, the study cannot get rid of statistical descriptiveness. Therefore, we have analyzed data for some factors to reveal factors affecting the formation of students' self – realization. So, students' self – assessment, attempts to achieve success, social activism and variables for courses were taken as basis.

First of all, we tried to determine any dependence between self – realization and self – assessment in the study. It is known that self – realization appears on the existence of some potential opportunities while an individual realizes and assesses his/ her opportunities. In this term, an attempt was made to compare the level of self – realization and the level of self – assessment of students studying at different faculties.

Adequacy of self – assessment has a serious impact on a man’s successes and failures in the life and creates a basis for a successful arrangement and execution of a specific activity on the background of adequacy. Compliance of high level of most students’ self – realization with time and higher indicators of evaluation scales of values are relevant for high level of self – realization. Respectively, high level is 68%, medium level is 17% and low level is 15%. The flexibility of behavior at the high level of students’ self – realization was 68 % as high, 21 % as medium and 11 % as low level. Additionally, it was determined that medium level of most students’ self – realization is compatible with high level of self – assessment. All of these showed that orientation towards a more simple way of life and a simple performance causes the manifestation of self – realization at the level of performance. Such students tend to conformism, they refrain to make decisions independently, they try to adapt to a certain time frame and realize their demands and feelings at a lower level. The flexibility of their behavior is not observed and they don’t attempt to realize values in their behaviors. Most of such students have lower self – assessment and mention that they couldn’t cope with this or that job. The most important thing, which is the motivation of creative activity, almost doesn’t show itself. This shows that not only one, but also a number of life scenarios are needed for self – realization.

Pearson’s linear correlation method was used to determine the reliability of the dependence between the level of self – assessment and the level of self – realization in the course of study.

Table 10. Indicators of correlations between facilities.

	Self – realization	Achievement
Self – assessment	-0,247**	-0,155*

Note: It is significant at the level of ** $p < 0,01$ and * $p < 0,05$.

As can be seen from Table 1, there is a weak correlation between the level of students' self – assessment and self – realization on faculties and their achievement at the level of $p \leq 0,01$ and $p \leq 0,05$ ($r = -0,247^{**}$; $r = -0,155^*$). It shows that as the level of self – assessment increases, the level of self – realization can also increase on the linear correlation. Such situation is also obvious in the achievement.

As can be seen from Table 11, there is a significant correlation between the scales of self – assessment and self – realization of students on humanitarian faculties. So, it was revealed that there is a correlation between self – assessment and self – esteem ($p \geq 0,01$; $r = 0,405^{**}$), self – understanding ($p \geq 0,01$; $r = 0,360^{**}$), values of wealth ($p \leq 0,01$; $r = -0,301^{**}$), aggressiveness ($p \leq 0,01$; $r = -0,361^{**}$) and sensitivity ($p \leq 0,01$; $r = -0,290^{**}$). In addition, as students' self – assessment increases, the level of aggressiveness and sensitivity becomes low. All of these show that a special attention must be paid to self – esteem and self – understanding in the development of self – realization and raising its level and self-identity must have a leading position in the values of wealth.

Table 11. Correlation between the scales of self – assessment and self – realization on humanitarian faculties.

Scales of self – realization	Scale of self – esteem	Scale of self – understanding	Scale of values of wealth	Scale of aggressiveness	Scale of sensitivity
Self - assessment	0,405**	0,360**	-0,301*	-0,361**	-0,290*

Note: It is significant at the level of ** $p < 0,01$ and * $p < 0,05$.

As it is seen from the Table 11, unlike the humanitarian faculties, economic condition in science faculties appears as the main factors and there is a significant correlation between self – assessment ($p \geq 0,01$; $r=0,374^{**}$), sensitivity ($p \leq 0,01$; $r=-0,367^{**}$), synergy ($p \leq 0,05$; $r=-0,276^*$) and cognitive needs ($p \leq 0,05$; $r=-0,326^*$). It shows that students' self – assessment is correlated with economic condition and the attempt for self – realization becomes active when there is a significant correlation between self – assessment, sensitivity, synergy and cognitive needs.

Table 12. Indicators of correlation between self – assessment and self – realization of students of science faculties.

Scales of self – realization	Self – assessment	Sensitivity	Synergy	Cognitive needs
Social and economic condition	0,374 ^{**}	-0,367 ^{**}	-0,276 [*]	-0,326 [*]

Note: It is significant at the level of $^{**}p < 0,01$ and $^*p < 0,05$.

At the same, it is obvious from the Table 12 that there is a positive correlation between the levels of self – realization and social and economic condition ($p \geq 0,01$; $r=0,362^{**}$). It shows that as economic condition increases, the direction of self – realization changes.

Table 13. Correlation between social activism and self – realization of students of technical faculties.

Scales of self – realization	Cognitive needs	Creativity
Social activism	-0,475 ^{**}	-0,292 [*]

Note: It is significant at the level of $^{**}p < 0,01$ and $^*p < 0,05$.

As it is shown in the Table 13, there is a basis for opening potential opportunities of students of technical faculties that are involved in social activism and it strengthens the perspectives of self – realization on the background of two scales (cognitive needs at the level of $p \leq 0,01$; $r=-0,475^{**}$ and the scale of creativity at the level of $p \leq 0,05$ and $r=-0,292^*$). Correlation between social activism and self – realization of students of humanitarian faculties has not been revealed.

Table 14. Correlation between the scales and high level of self – realization for courses.

	flexibility of behavior	Spontaneity	Relation	Cognitive needs	Creativity
High level of self – realization.	-0,345*	0,290*	-0,397**	0,370**	0,369**

Note: It is significant at the level of ** $p < 0,01$ and * $p < 0,05$.

It is obvious, from Table 14, that there is a significant correlation between high levels of self – realization (at the level of $p \leq 0,01$ and $r = -0,419^{**}$) and the indicators such as flexibility of behaviors ($p \leq 0,05, r = -0,345$), spontaneity ($p \leq 0,05, r = -0,029$), relation ($p \leq 0,01; r = -0,397^{**}$), cognitive needs ($p \leq 0,05, r = 0,370^{**}$) and creativity ($p \leq 0,05, r = 0,369^{**}$). It shows that levels of self – realization are higher when some of its scales, as well as, the indicators of components such as flexibility of behavior, spontaneity, relation, cognitive needs and creativity are high. Rising these components for courses creates a basis for increasing the level of self – realization.

As can be seen, from Table 15, there is a correlation between the level of students' achievements and most scales of self – realization (adaptation to time, support, values of wealth, flexibility of behavior, sensitivity, spontaneity, self – esteem, self – understanding, ideas about the nature of man, synergy, cognitive needs and creativity. The most interesting point is the higher indication of correlation coefficient between creativity and achievement.

Table 15. Correlation between the levels of achievements and scales of self – realization for courses (a).

Scales of self – realization	Adaptation to time	Stability	Values of wealth	Flexibility of behavior	Sensitivity
Achievement	0,468**	0,539**	0,573*	0,291*	0,284*

Note: It is significant at the level of ** $p < 0,01$ and * $p < 0,05$.

Table 16. Correlations between the level of achievement and the scales of self - realization for courses (b).

Scales of self – realization	Spontaneity	Self – esteem	Ideas about the nature of man	Synergy	Cognitive needs	Creativity
Achievement	0,505**	0,392**	0,385**	0,499**	0,570**	0,462**

Note: It is significant at the level of ** $p < 0,01$ and * $p < 0,05$.

As it is shown in the Table 16, here, creativity is not potential opportunity, it becomes as the element of behavior ($p \geq 0,01$; $r = 0,462^{**}$). It shows that if creativity becomes the element of behavior, preparedness for self – realization rises.

Table 17. Correlation between the achievement, grades and scales.

	Learning grades	Self – assessment	Stability	Behavior	Spontaneity	Synergy	Cognitive needs	Creativity
Achievement	0,269*	0,280*	0,446**	0,324*	0,326*	0,277*	0,495**	0,419**

Note: It is significant at the level of ** $p < 0,01$ and * $p < 0,05$.

As it is presented in the Table 17, there is a significant correlation between learning grades and achievement in technical faculties ($p \geq 0,05$; $r = 0,269^{**}$). It shows that self – realization is proportionate to the increase in learning grades. At the same time, it has been revealed that there is an important correlation between learning grades and values of wealth of students at the level of $p \geq 0,05$ ($r = 0,330^*$).

Table 18. Correlation between social activism and grades, values of wealth and spontaneity.

	Learning grades	Values of wealth	Spontaneity	Scale of stability
Social activism	-0,630**	-0,368**	-0,297*	-0,293 *

Note: It is significant at the level of ** $p < 0,01$ and * $p < 0,05$.

As it is shown in the Table 18, there is a significant correlation between students' social activism and their learning grades, values of wealth and spontaneity. Facts show that high level of social activism doesn't mean high training grades (at the level of $p \leq 0,01$; $r = -0,630^{**}$). If students attempt for self – realization in different fields of social activity, it is related with the motifs of self – realization. There is a significant correlation between the level of self – realization and the scale of stability (at the level of $p \leq 0,05$; $r = -0,293^*$)

Table 19. Correlation between sensitivity, aggression and cognitive needs.

	Sensitivity	Aggression	Cognitive needs
Economic condition	0,309*	-0,267*	-0,340*

Note: It is significant at the level of $*p < 0,05$.

As it is seen from Table 19, there is a significant correlation between economic condition and sensitivity ($p = 0,05$, $r = 0,309^*$), aggression ($p = 0,05$, $r = -0,267^*$) and cognitive needs ($p = 0,05$, $r = -0,340^*$). Correlation between economic condition and sensitivity is more significant than others. Correlation between aggression and cognitive needs is weak, but there is a correlation.

Table 20. Correlation between tests.

	Achievement	Flexibility of behavior	Synergy	Aggression	Relation	Creativity
Self – assessment	-0,280*	0,319*	0,271*	0,481**	0,322*	-0,295*

Note: It is significant at the level of $**p < 0,01$ and $*p < 0,05$.

According to the Table 20, a significant correlation between values of wealth and self – assessment (at the level of $p \leq 0,05$) and social activism (at the level of $p \leq 0,01$) of master students has been determined. At the same time, it has been revealed that there is a significant correlation between self – realization of master students and adaptation time (at the level of $p \leq 0,05$; $r = -0,747^*$).

Table 21. Indicators of correlation between values of wealth and self – assessment and social activism of master students.

	Self – assessment	Social activism	Adaptation to time	Achievement
Values of wealth	-0,744*	-0,977**	-0,747*	0,817*

Note: It is significant at the level of** $p < 0,01$ and * $p < 0,05$.

Facts show that achievement of master students is directly proportionate to their potential opportunities (at the level of $p \geq 0,05$; $r = 0,817^*$). Summarizing the results, we can see that there is a significant dependence between some scales of self – realization and the level of self – assessment. So, there is a significant correlation between adaptation to time ($r \leq 0,05$), values of wealth ($r \leq 0,05$), sensitivity ($r \leq 0,05$), spontaneity ($r \leq 0,01$), self - esteem ($r \leq 0,01$), self –recognition ($r \leq 0,05$), ideas about the nature of man ($r \leq 0,01$), synergy ($r \leq 0,01$), recognition of aggression ($r \leq 0,01$), communicability ($r \leq 0,05$), cognitive needs ($r \leq 0,01$) and creativity ($r \leq 0,01$).

Statistic calculations show that as the level of self – assessment increases, both students and masters feel less gap between time intervals, they try to achieve their goals and they achieve to manage their emotions and feelings at a higher level. This fact is also the indicators of high self – assessment and reflection ability. Avoiding from irrelevant anxiety and their management enable to realize potential opportunities and direct them to necessary directions. Such students don't refrain from demonstrating their emotions, they accept anger and aggressiveness as natural and assess the nature of man positively. They make an attempt both in pedagogical process and also they can establish a deep emotional communication with people in everyday life, they attempt for new achievement in training and in most cases, they achieve it.

The qualities of self – realization of students who try for high self – assessment is adequate. It enables them to actualize themselves in a positive direction. Medium level self – assessment is relevant to medium level self – realization. That's, here, opportunities are not realization completely or realization remains in the form of self – recognition.

Low level self – assessment of students is relevant to low level self – realization and it shows that the assumption put forward is confirmed from statistical point of view. Though there are different points on other motifs, but indicators for main motifs are almost same and near to each – other. This fact shows that necessary motifs prevail in the hierarchy of educational motifs on all three faculties. However, these don't confirm that there is a direct dependence between self – realization and educational motifs. Therefore, using mathematical and statistical methods, we tried to study this issue.

Table 22. Correlation between educational motifs and self – realization of students of different faculties.

As it is shown in the Table 22, there is a significant correlation between students' educational

	Self – realization	Cognitive needs	Self – assessment	Creativity	Flexibility of behavior
Be a highly qualified specialist	0,34**	0,35 **	0,24*	0,36**	0,22*
Get in-depth and comprehensive knowledge	-	0,37**	-	-	0,26**
Ensure the success of future profession	0,38**	-	0,32**	-0,43**	- 0,54*
Self – identity	0, 58**	0,21*	0,42**	-	0,27*
Get intellectual pleasure	0,44**	0,46**	-	-	-
Being awarded with a diploma	-	-	0,56**	-	0,35*

motives and self – realization. However, these relations are not for all scales, it is more significant for some scales. There is a significant correlation between self – understanding ($r=0,34^{**}$, $p<0,001$), cognitive needs ($r=0,35^{**}$, $p<0,001$), self - assessment ($r=0,36^{**}$, $p<0,001$), creativity ($r=0,24^{**}$, $p<0,001$), flexibility of behavior ($r=0,22^{*}$, $p<0,05$). It means that correlations between students' motif of being a highly qualified specialist and self – realization is bilateral. Only, cognitive needs ($r=0,37^{**}$, $p<0,001$) and flexibility of behavior are correlated with the motif of getting in depth and comprehensive knowledge. There is a significant correlation between the motif of ensuring the success of future profession and self – realization ($r=0,38^{**}$, $p<0,001$), self - assessment ($r=0,32^{**}$, $p<0,001$), creativity ($r=-0,43^{**}$, $p<0,001$), flexibility of behavior ($r=-0,54^{*}$,

$p < 0,05$). However, as it can be seen from Table, these correlations are weak in the scales of creativity and flexibility of behavior or it is of a nature of tendency. There is a significant correlation between students' self – recognition and self – realization ($r = 0,58^{**}$, $p < 0,001$), cognitive needs ($r = 0,21^{**}$, $p < 0,001$), self - assessment ($r = 0,42^{**}$, $p < 0,001$), flexibility of behavior ($r = 0,27^*$, $p < 0,05$). There is a significant correlation between students' motif of getting intellectual please and self – realization ($r = 0,44^{**}$, $p < 0,001$), cognitive needs ($r = 0,46^{**}$, $p < 0,001$).

As can be seen from Table 22, there is a significant correlation between students' motif of being awarded with a diploma and self – assessment ($r = 0,56^{**}$, $p < 0,001$), and flexibility of behavior. This fact prevails for female students, and it shows that girls prefer being awarded with a diploma mostly. It can be concluded in such a way that using necessary motifs for developing students' self – realization, it can be implemented. It can be put forward such a recommendation from the study conducted that development of self – realization rises the level of self – assessment which forms a sense of confidence, that is necessary to focus on potential opportunities professional orientation.

Discussion and result.

The results of the study showed that there are positive and significance correlation between the self-realization level and academic achievement of the students. The results of the statistical tests showed that the correlation is statistically significant at the level $p < 0.01$ in the 14% interval. These findings also show in the literature that was analyzed for the purposes of the current research.

Previously conducted researches also show the correlation between self-realization of the students and their academic achievements. The results obtained from the current study also show the existence of this correlation despite the fact that the sample is different from the one that were used for previous studies.

In this regard, K. Smit (1969) shows that the high level of self-realization defines the achievement level, especially academic achievement. M. AliKhan, N. Rehman and S. Javed (2012), E. F. Yashenko (2006), W. Burlison (2005), Korostileva L.A. (2000), Golubchikova M. Q. (2003), Burkin K.N. (2004) and others stated that there is a positive and significant correlation between the level of self-realization and the level of an academic achievement.

Generally, the conducted researches and studies one more time confirms that when the student positively assesses himself/herself and ready for the self-realization, as a rule, she/he will have the opportunity to easily solve the problems. This will have an important role in student's academic achievement, his/her independent thinking and learning process, and having more creativity.

Student having high level of self-realization feels himself/herself independent, uses creative methods in learning and therefore positive assessment of academic achievement motive him/her for the learning. She/he always lives with satisfaction and really considers it as a duty to do various works. In contrary, the students having low level of self-realization are tend to the management, as a rule, they have false outlook towards the world, and appreciate someone. She/he tends to ascetic in his/her actions and lives always in fear. As she/he fears that others may deny him/her. She/he incompetetes in the implementation of doing some works and in his/her decisions, as well as, she/he doesn't have confidence towards herself/himself.

Another result of the conducted result expresses the positive and significant correlation between self-realization level and academic achievement in non-local students. Such a result of the study confirmed the correlation in $p < 0.01$ degree in the volume of 19%. However such a relation was not confirmed in a number of studies.

We should also note that the advisory results of this study have been shown that the academic achievement with the level of self-realization of students of humanitarian faculties is higher than the academic achievement with the level of self-realization of students of technical faculties. From this point of view, the confirmation of the significance of the difference of self-realization level between two groups gave the answer for one question related to the study from statistics point of view. And the question was: "Is there significant difference between self-realization level of students of humanitarian and technical faculties?" So, in this way, it was known as a result of the implementation of a test that there is significant difference between self-realization level of students of humanitarian and technical faculties. At the same time, it was confirmed that the self-realization level of students of humanitarian faculties is higher than the students of technical faculties.

Significant differences was not noted between self-realization level of students in terms of socioeconomic condition of the students. So that the assumption on one group's having higher degree on self-realization level than other group was cancelled. Such a conclusion of the conducted study is noted that socioeconomic condition can not affect the self-realization level. However, studies and researches conducted by Frost, Tagart, Klayson and Denis (1991) and others confirmed that there are positive correlation between these two variables.

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RECIBIDO: 22 de octubre del 2017.

APROBADO: 08 de noviembre del 2017.