



Self-actualisation as a criterion for the development of future teachers' psychological competence

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ABSTRACT

This paper aims to explore the process of self-actualization as a key criterion for developing psychological competence in future educators. To study and determine self-actualization as a criterion for the development of psychological competence of future teachers, a study was conducted at the theoretical and empirical levels. The Kazakh Humanitarian and Legal Innovation University students of various majors participated in the study. Teenagers must be assertive to succeed in all spheres of life, especially at school. Special attention on the part of a psychologist, parents, teachers and consultants should be paid to teenage girls when developing their confident behavior. The government should plan strategies for developing self-actualization skills for students, as there will be quite assertive young people. To eliminate possible inconsistencies noted in this and many other studies, it is essential to conduct further research on how gender affects self-confidence.

Keywords: behavior, assertiveness, teaching, academic performance, psychological competence, self-actualization

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INTRODUCTION

Adolescence is when people get an education at the high school level and a university degree and prepare for adult roles and responsibilities, so they should be quite assertive. Communication skills can be enhanced for students through self-actualization. Communication skills help students to have more time for studying and achieve high academic results. Adolescence is one of the most crucial and difficult stages of life. The teenage years are a time of crisis due to puberty's challenges and other factors (Oryngaliyeva et al., 2022).

The disadvantages of self-actualization can create several issues for young people. Self-actualization is very important for teenagers because of peer pressure and their age. In addition, it can protect them from factors that threaten their own health. Self-actualization is significantly connected with anxiety, self-esteem, and confidence (Mete & Subasi, 2020). Although different scientists explain the ideas behind confidence in various ways, however theoretically, their definitions are very similar. For example, they describe assertiveness as a constructive mode of expression and the ability to speak for oneself honestly and respectfully. Although assertive people are sensitive to other's sentiments, they are polite but strong while proposing or requesting compromises (Aitysheva et al., 2015; Eddy et al., 2019).

Self-actualization is an essential interpersonal communication ability that aids individuals in addressing society's needs. Such behaviour is not a stable and common feature of a person; in some conditions, a person may be highly assertive and exhibit particular social behaviours, for example, assertive or socially qualified behaviour, passive behaviour and, in another extreme case, aggressive behaviour (Nukezhanova et al., 2024). Persistent behaviour involves expressing sincere feelings, defending their legal rights, and refusing unfounded requests. This means constant excessive social influence and disobedience to arbitrary group standards (Froyd et al., 2020). In general, self-assurance and respect for others are characteristics of assertiveness. They are not passive and do not let others abuse them. Additionally, aggressive people delicately respect the needs and wishes of others. People with self-doubt might be violent or passive (poor self-confidence) or aggressive (aggressive behaviour) (Akimzhanov et al., 2018). Self-actualization is crucial for developing psychological competence in future teachers. It fosters personal well-being, resilience, and emotional intelligence, essential for managing the emotional demands of teaching and understanding students' needs. Self-actualized teachers are positive role models, demonstrating authenticity and a commitment to growth (Titova et al., 2021). They navigate challenges resiliently, maintain effective relationships, and advocate assertively for their students. The relationship between self-actualization and assertiveness is crucial in enhancing professional competence among teachers, fostering effective communication, proactive problem-solving, and maintaining healthy interpersonal relationships in educational settings (Vrapi et al., 2023). Self-actualization and assertiveness contribute to psychological resilience, enabling teachers to cope with stress, constructively manage conflicts, and sustain motivation and enthusiasm in their teaching roles. Understanding these dynamics provides insights into how educators can cultivate these qualities to enhance their effectiveness and well-being in the classroom and beyond.

Considering such inconsistent conclusions, it is impossible to take a firm position on the role of gender in motivating academic performance and self-actualisation, as well as the interrelations between assertiveness and motivation for academic performance; therefore, considering the previous, as well as the substantiations that follow, more research in this field is required (Corwin et al., 2020a). Firstly, although self-affirmation is crucial for motivation for education in adolescents and academic performance, there has not been any research that could explain how self-actualisation influences students' academic motivation and success in the field under study. Secondly, not only teenagers but also adults who count on a successful life should be quite assertive; however, no studies have been conducted to study the level of self-confidence of adolescent students in the studied area. Third, there are research-related rumours that women are less intelligent than men that have no supporting evidence; however, no scientific studies have been conducted to prove or refute unsubstantiated information about confidence in the study area (Corwin et al., 2020b). The paper aims to explore the process of self-actualization as a key criterion for developing psychological competence in future educators.

METHOD

To examine self-actualisation as a criterion for developing the psychological competence of future educators, a mixed-method research design was adopted, entailing both theoretical investigation and empirical assessments. Mixed methods research combines the following qualitative and quantitative approaches within a single study to examine complex research questions from multiple perspectives, providing a deeper understanding that may not be possible with a single methodological approach. The study sample comprised students from Alikhan Bokeikhan University across various majors, as seen in Table 1.

The sample size was 160 students, spanning academic years from 1st to 4th. The data collection in this study was based on the use of the Self-Actualization Level of Personality test (SAT test, SAMOAL questionnaire). This is an adaptation of the POI (Personal Orientation Inventory) questionnaire developed by E. Shostrom. The structure of the test consists of 126 items and 14 scales. The format of the responses implied that participants were presented with pairs of statements from which they had to choose the one that best reflected their point of view.

Table 1. Sample comprised students

Item	Major
6B01708	Foreign language
6B01707	Kazakh language and literature
6B01302	Pedagogy and methods of primary education
6B01101	Pedagogy and Psychology

Each of the 14 scales corresponds to a unique aspect of self-actualization, which allows for assessing different facets of self-actualization. The target group of the study was students of Alikhan Bokeykhan University of various specialities, including foreign language, Kazakh language and literature, pedagogy and methods of primary education, pedagogy and psychology. The total number of participants was 160 from the 1st to the 4th year of study. The data collection aimed to assess future teachers' self-actualisation levels and investigate the relationship between self-actualization and psychological competence. This data collection method allowed the researchers to obtain a comprehensive picture of the participants' self-actualization, covering various aspects of this concept through 14 test scales. Using a standardized instrument (an adapted version of the POI) ensured the reliability and validity of the data obtained.

The SAT results were then analyzed to classify the level of self-actualisation. The scales adopt a T-point system where: 1) 80 T-points or higher signifies potential "pseudo-self-actualisation" or over-representation; 2) Close to 60 T-points indicate genuine high self-actualisation, as per E. Shostrom; 3) A score range between 55-70 T-points denotes genuine self-actualisation; 4) Values between 40 and 45 T-points or lower highlight low self-actualisation, which is linked to increased susceptibility to psychological disorders; 5) A T-point range of 45-55 is the mental and statistical norm.

Further, the empirical aspect of the research centred on the direct sensory perception of the study's object. At the same time, the theoretical angle focused on refining scientific terminologies for a deeper understanding of the subject matter. Both empirical and theoretical methodologies are critical, representing distinctive yet interlinked stages in scientific inquiry.

The research approached the subject from a theoretical perspective, which involves an indirect, mediated-by-forms-of-thinking contact with the reality being studied. This necessitates an empirical interpretation of the theory and, reciprocally, a theoretical reading of the empirical data. The methodology incorporated various research methods. General logical methods were primarily utilized and applicable to ordinary and scientific knowledge, given their foundational relevance to general human cognition. Additionally, scientific research methods were deployed, bifurcated into empirical research methods (like observation, measurement, description, and experimentation) and theoretical research methods (like formalization, axiomatic techniques, hypothetical deductive processes, and methods that ascend both chronologically and logically from abstract notions to concrete realizations). Essential general logical research techniques were also used, such as synthesis, analysis, induction, deduction, abstraction, and generalization. At the empirical research echelon, specific scientific cognition methods were employed. A critical method here was scientific observation, which contrasts with everyday observation due to its systematic nature and purpose-driven approach mediated by theoretical knowledge. Further utilization of direct measurement for immediate characteristic capture and indirect measurement based on mathematical correlations leveraged consistent relationships of a metric that was not directly accessible but functionally associated with others.

All participants were fully informed if anonymity was assured, why the research was being conducted, how their data would be used, and if any risks were associated.

FINDINGS AND DISCUSSION

Findings

The results of the mixed-methods research can be divided into quantitative and qualitative. The quantitative results of the study include correlation and regression analyses, as well as the study of gender differences. The correlation analysis revealed significant relationships between

various personality traits and aspects of self-actualization. For example, extraversion, openness to experience, and agreeableness were positively correlated with self-actualization, while neuroticism was negatively correlated. Regression analyses showed that personality traits and dimensions of self-awareness can predict overall self-actualization and its components. Regarding gender differences, it was noted that the level of self-confidence increases with the age of students, but this was significant only for men. The study's qualitative findings focused on the conceptualization of self-actualization, behavioral manifestations, academic performance, and interpersonal relationships. Self-actualization was expressing thoughts, needs, and feelings directly, honestly, and appropriately. The analysis showed that assertive students perform better in secondary school, but passive behavior can lower self-esteem. People with a high level of self-confidence are described as more satisfied with themselves, more sociable, and more able to lead others.

Self-actualisation is the skill to communicate thoughts, needs, and feelings directly, honestly, and appropriately. Assertive people know they have rights but also remember that others have them. As they are sensitive to others' sentiments, assertive people are polite but uncompromising while expressing their demands or concessions. Self-actualisation is a social behaviour that enables direct emotional expression without cognitive dissonance or fear, combines verbal or non-verbal cues, and upholds one's rights while showing consideration for others (Kyriazos, 2018). Previous studies of self-actualisation, regarding the influence of self-actualisation on individuals' personalities, showed that assertive behaviour leads to different personalities, for example, aggressive behaviour; aggression involves intercession, which is assertive and incorrect. The rights of other people are violated through aggression.

Consequently, people with a violent way of life may fervently believe in their rights but not necessarily in the rights of others. Typically, they strongly desire to finish a task or express themselves. They occasionally feel they deserve more respect and consideration than others. In comparison, aggressive persons may respect the rights of others but lose sight of that fact when they perceive that their own rights are violated. Aggressive personalities frequently struggle to communicate effectively (Affouneh et al., 2021a).

They usually get what they want by showing rudeness, assertiveness, and insults. This behaviour may be unintentional; however, it can be quite painful. A personal, affectional relationship between them will probably be challenging to establish or maintain. Treats, insults, and physical and verbal abuse are all examples of aggressive behaviour. The other is passive behaviour; a passive individual prioritizes the needs of others over his own (Volkov, 2012). They might not think they have the right to stand up for themselves, which could explain that. Passive people may feel that they are beneath others and that their requirements are not significant enough to raise an issue, or they may think it is much simpler to be late when other people make all the decisions. These people frequently think of themselves as incompetent or feeble, making it difficult to care for themselves or make their own decisions (Charkoudian et al., 2019). Even if they may not always agree with others' decisions, passive people generally find accepting them and maintaining peace simpler than arguing. However, with time passing, passive individuals could start to rebel against the contrast disregard for their needs. Low self-esteem, despair, rage, and several other mental or physical issues may develop as a result. Additionally, if they do not stand up for their rights, highly passive people frequently lose the respect of others. As for gender and self-actualisation, the authors concluded that there is little correlation between satisfaction with demands and assertiveness among male students. The finding that self-confidence levels rise as students' ages rise, but only men, not women, showed a significant correlation in this study, which supports this idea. Thus, it is problematic to determine the gender difference in adolescents' self-confidence. As for the relationship between academic performance and assertiveness, persistent pupils perform better in secondary school.

Since they were allowed to communicate their views and feelings to others openly, the students showed passive behaviour since they were able to do so. If they do, they will be defeated and will behave insecurely. This leads to others ignoring them, which reduces their self-esteem. Compared to an assertive person, an insecure individual exhibits a lack of respect for oneself and some scepticism about how well others would handle responsibility and disappointment.

Ultimately, they want to soothe people and prevent conflict from disrupting their daily and academic lives (Hall et al., 2020). Regarding the importance of self-actualisation, assertive behaviour is typically related to the capacity to create and sustain interpersonal connections for pay in both the professional and personal spheres. It is also established that people with a high level of self-confidence are more satisfied with themselves than those with a low level of self-confidence since assertive behaviour leads to respect and satisfaction of their needs; they are sociable, freedom-loving, safe, confident, and able to guide others (Spytska, 2024). This section should present the results obtained from the data analysis. The collected data were analysed using both descriptive and logical statistical methods.

After summarizing the biographical data of the participants, descriptive statistics were used to study the level of self-affirmation of students and to establish the relationship between self-confidence and motivation for academic achievements. The correlation coefficient of the human product moment was used, followed by an independent t-criterion for a thorough study of gender differences in self-confidence. Measures of personality traits, self-awareness, and self-actualization were evaluated using the Pearson correlation test. The results demonstrated a significant positive correlation between extraversion, openness to experience, compliance with self-actualisation, and overall self-actualisation in the range of 0.14 to 0.52. Although there was a significant positive correlation between consciousness and self-perception ($P < 0.0001$, $r = 0.52$), as well as between awareness and general self-awareness, actualization ($P < 0.0001$, $r = 0.41$), and there was an inverse correlation between consciousness and openness to new experiences ($P < 0.0001$, $r = 0.13$). A considerable negative association was found to exist between neuroticism and general self-actualisation ($r = -0.21$, $P = 0.0001$) and between neuroticism and self-perception ($r = -0.34$, $P < 0.0001$). A positive association between openness to experience and overall self-actualisation and personal and societal self-awareness ranged from 0.15 to 0.45. Additionally, there was a negative correlation ($r = -0.21$, $P = 0.58$) between social anxiety and openness to new experiences.

There was a positive relationship between personal self-awareness and self-perception ($P < 0.0001$, $r = 0.44$), and it was discovered that social anxiety and self-reference have a negative association ($P < 0.0001$, $r = -0.23$).

By predicting the overall self-actualization and its dimensions, multiple regression analysis methods were used to ascertain the role of personality traits and dimensions of self-awareness. These values were desirable for a linear combination of independent variables. The average score received ranged from 1.29 to 2.71. Indeed, the investigation showed the normality ratio. The range of P values was > 0.05 . In this study, personality characteristics and self-awareness were considered predictive variables, and general self-actualization and its components were considered individually independent variables. The outcomes of the regression analysis revealed that personal self-awareness of the dimensions of self-awareness ($t = 2.26$, $\beta = 0.17$, $P = 0.025$) and the agreement of personality traits ($P < 0.0001$, $\beta = 0.29$) predict openness to a good experience. These variable estimations impacted 23% of the variance in the measurement of openness to experience ($P < 0.0001$, $R^2 = 0.23$).

The factors of consciousness ($\beta = 0.30$, $P < 0.0001$), self-awareness ($\beta = 0.30$, $P < 0.0001$) and personal self-awareness ($\beta = 0.29$, $P < 0.0001$) positively predicted the measurement of self-perception and negatively predicted the factor of neuroticism ($P < 0.0001$, $\beta = -0.22$). These variables estimate 40% of the self-assessment measurement' variation ($R^2 = 0.40$, $P < 0.0001$). The results show that awareness of personal characteristics ($\beta = 0.2$, $P = 0.002$) and agreement of personal characteristics ($\beta = 0.18$, $P < 0.004$) and personal self-assessment of self-awareness measurements positively predict overall self-actualization ($\beta = 0.28$, $P < 0.0001$). In general, the results of these variables predicted 36% of the variability of overall self-actualization ($R^2 = 0.36$, $P < 0.0001$). In general, the scores of these variables determined 36% of the variance in overall self-actualization.

Based on the provided data, a table could be compiled focusing on the correlations and regressions between specific variables (Table 2). The table provides a concise representation of the relationships between various personality traits, self-awareness measures, and levels of self-actualization. The correlation or regression coefficient (r/β) represents the strength and direction

of the relationship, with the p-value indicating statistical significance. R² values for regressions indicate the percentage of the variance in the dependent variable explained by independent variables.

Table 2. Correlations and regression associations between personality traits, self-awareness, and self-actualization of students

Variables/Constructs	Correlation/Regression Coefficient (r/β)	P-Value	R ² (for regressions)	Comments
Extraversion & self-actualization	0.14 to 0.52	-	-	Positive correlation
Conscientiousness and openness to experience	-0.13	<0.0001	-	Negative correlation
Conscientiousness & Self-attachment	0.52	<0.0001	-	Positive correlation
Conscientiousness & Overall Self-awareness	0.41	<0.0001	-	Positive correlation
Neuroticism & self-attachment	-0.34	<0.0001	-	Negative correlation
Neuroticism & overall Self-actualization	-0.21	0.001	-	Negative correlation
Personal & social self-awareness & openness	0.15 to 0.45	-	-	Positive correlation
Social anxiety and openness to experience	-0.21	0.58	-	Negative correlation
Personal Self-awareness & Self-attachment	0.44	<0.0001	-	Positive correlation
Social Anxiety & Self-attachment	-0.23	<0.0001	-	Negative correlation
Trait agreeableness & openness to experience	0.29	<0.0001	0.23	Positive correlation
Personal self-awareness and openness to experience	0.17	0.025	-	Positive correlation
Conscientiousness & self-attachment measure	0.30	<0.0001	0.40	Positive correlation
Personal self-awareness and self-attachment measure	0.29	<0.0001	-	Positive correlation
Neuroticism and self-attachment measure	-0.22	<0.0001	-	Negative correlation
Trait awareness & overall self-actualization	0.2	0.002	-	Positive correlation
Trait agreeableness & overall self-actualization	0.18	0.004	0.36	Positive correlation
Personal self-awareness & overall self-actualization	0.28	<0.0001	-	Positive correlation

Discussion

To achieve success in all spheres of life, it is very important to be assertive, especially in school. In contrast to the researcher's expectations that the level of self-confidence of adolescent students may be higher due to the cultural orientation of the community, which may increase the quality of self-confidence, especially in business, the results of this study suggest that the adolescent students received low scores on the assessment of self-confidence. This may be

explained by various factors, such as parenting, where striving for one's own advantage was viewed as egoism in the Ethiopian culture, and allowing others to take advantage of changes and give precedence to others was considered acceptable behaviour. As a result, teenagers formed the habit of rejecting self-actualization (Benita et al., 2021). As for the gender differences between adolescents in their self-confidence, it turned out that male adolescents demonstrated a higher level of self-confidence than their female teenage peers. This discovery is confirmed by public rumours, according to which men are considered stronger in self-confidence than their female teenage peers. This may be explained by the parenting and social expectations in which women are found to be submissive in the community, which ultimately prevents females from being self-confident. Contrary to the data obtained, it concluded that among male students, the achievement of needs and assertiveness do not significantly correlate with one another (Aubakirova et al., 2016; Affouneh et al., 2021a).

Indeed, among students, there is a considerable correlation between assertiveness and satisfying needs. As for the connection between consciousness and academic desire, there was a positive and effective relationship. As self-confidence increases, teenagers' motivation for academic performance increases (Komilova et al., 2023). In support of this opinion, assertiveness and academic success were significant liaisons. This idea is supported by a study conducted among high school students, which indicated that achieving needs correlates considerably with assertiveness. Contrary to this conclusion, it is argued that neither gender's academic speech nor communication significantly correlated with self-affirmation in both genders (Affouneh et al., 2021b). According to research, people with a high level of self-affirmation are more self-fluffed than people with a low level of self-confidence since assertive behaviour leads to respect and satisfaction of human needs. A study was conducted to evaluate how assertive behaviour affects intrapersonal and interpersonal interactions in a crisis at the university. The findings demonstrated that low self-esteem was associated with an elevated anxiety level. Those students frequently disregard their rights. However, increased assertiveness was accompanied by better cooperation and interaction, which promoted more comfort and harmony (Kim & Yang, 2018).

Motivation to achieve goals is related to the desire of people to succeed greatly in life. Such individuals appear to possess an innate will to succeed (despite difficulties and limitations). People with a high need for accomplishments want to succeed. Thus, they avoid low-risk and high-risk scenarios (Guo et al., 2023). Successful people avoid low-risk circumstances because success, which is easily attainable, is not truly an accomplishment. Successful people view the outcome of high-risk ventures as an accident rather than the product of their own efforts. Successful students require ongoing feedback to monitor their academic development. They favour working alone or with other top pupils (McDaniel et al., 2019). The researchers determined that assertiveness could help students develop communication skills, self-esteem, and decision-making. This has implications for how assertiveness influences student's academic achievement. This can help overcome anger and shyness. Self-actualisation can result in students having more time to study. All this can positively impact students' perceptions of school performance (Balci & Uysal, 2018).

On the other hand, a student who behaves or communicates erratically permits his own desires to be unmet. This could have several negative effects on the academic career of the student. This happens rather frequently when someone permits others to use the time set up for studying. For instance, if someone has a task for the next day and their friends ask them to go out the night before, the person who did not show self-actualisation may feel unable to say no and will eventually leave instead. (Bansal et al., 2019). When a student accurately believes that they deserve extra points for an assignment but adopts an unconfident approach and does nothing, this is another instance of how doubt can impair academic life. It may make a difference whether to pass the course. All this can affect students' academic performance and motivation (Benita et al., 2022). Regarding the association between assertiveness and academic performance, a study on high school students found a strong link between assertiveness and success. This is supported by research on high school students, which indicated that the achievement of needs was largely correlated with assertiveness. Contrary to these conclusions, the scientists reported that neither

gender's academic achievement nor assertiveness were significantly correlated (Affouneh et al., 2021b).

Regarding gender and self-actualisation, the authors found that there was no significant connection between the achievement of needs and assertiveness among male students. Among female students, there is a statistically significant correlation between assertiveness and the satisfaction of wants. As a result, the more determined a female is, the greater her desire for success and the higher the probability that she will do better in her education. The level of self-confidence increased significantly with the increasing age of students, but only for men, not women (Burgoyne et al., 2018; Estrada & Matsui, 2019). There has not been as much research on social competency from the perspective of the student-teacher interaction or from the teachers' role-playing. The results show that teachers influence students' social skills, and the variability of their influence lies in the importance of teachers imparting these skills to the child's development. This provides evidence of this correspondence without elaborating on the mechanisms by which this happens. University instructors' personalities and capacity for appropriate classroom behaviour have been linked in studies, as well as the impact of social competence on students' social competence (Cahill et al., 2018; Brownell et al., 2018).

These conclusions can be applied to primary education thanks to the study's findings, which also show how the elements that make up the liaison are related. It was established that the age, gender, self-affirmation, and hetero assertion of the teacher affected the development of social attitudes of their students. As the data show, the assertive behaviour of teachers generally has no considerable connection with the social attitudes children acquire. However, when these two constructs are separated, it is only found that hetero assertiveness manifests itself as a factor that weakens dominance (antisocial attitude) or, in other words, the tendency of students to manipulate and realise benefits using others for their own good, feeling their superiority over them (Shcherban & Samoilov, 2024). Thus, the hypothesis concerning self-affirmation is not confirmed, while the hypothesis suggests it. It is partially proved that hetero-assertive teachers prevent their students from becoming antisocial or asocial. Studies with a larger focus have already made hints about how a teacher's educational practices might impact a pupil's socio-emotional characteristics (Kraft, 2020). Men and younger teachers also statistically reduce the dominance among male students, which compels them to reject theories.

These hypotheses confirm the opposite: both male and younger age contribute to the development of antisocial or asocial attitudes in children. Similarly, hypotheses are disproven, and the authors note that none of the variables of teachers considered (gender, self-affirmation, hetero-affirmation, age) influenced the development of the prosocial approach in relationships (Chan et al., 2018).

Additionally, the findings indicate that student's social attitudes when dealing with their peers and teachers' beliefs and social attitudes while interacting with students have a lot in common. According to this idea, tenacious teachers foster strong student group cohesion. This observation is in line with the findings regarding the impact of the teacher's social competence on the student's competence in managing work groups, communicating and cooperating in a group, discussing and negotiating in a nonaggressive manner, and coping with their own and others' emotional needs. Persistent teachers can recognize the conventions and respect between students and the rules that control how they engage in the classroom. All of these facets are a component of any teacher's practice and involve fostering an environment in the classroom that is conducive to the growth of socioemotional skills (Ayupova et al., 2018; Ceyhan & Tillotson, 2020).

Like the individual, the group's data show how the teacher's gender affects the social and behavioral processes occurring in the classroom. Thus, while a teacher is a man, group cohesion is undesirable. However, female teachers with high levels of hetero-self-actualization tend to weaken or, in some cases, completely lack this cohesion. There are two ways to account for these gender differences. On the one hand, from the perspective of behaviour correlated with gender stereotypes in relation to the socialization process of participants. Girls are taught to prioritize the needs of others and to repress their own desires out of respect for others, whereas boys are encouraged to be aggressive and competitive (Spytska, 2023). Since this signifies a violation of

the female gender role, even the social penalties for exhibiting a lower or higher level of self-confidence might be more severe for women than for men (Izydorczyk et al., 2023). Furthermore, studies of the self-affirmation concept show a curving link between these factors regardless of gender, indicating that extremely assertive behavior improves interpersonal relationships.

As a result of this study, these data prove that self-realization plays a key role in developing future teachers' psychological competence. Personal self-awareness and self-relatedness had a strong positive relationship ($r=0.44$), suggesting that individuals with a higher understanding of themselves tend to relate better with others and their surroundings. Both personal and societal self-awareness showed a positive relationship with openness to experience and overall self-actualization, with correlation coefficients ranging from 0.15 to 0.45. Conscientiousness and openness to experience exhibited a negative correlation of -0.13 . This suggests that as one increases, the other tends to decrease. Neuroticism, a trait associated with emotional instability, displayed negative relationships with self-relatedness ($r=-0.34$) and overall self-actualization ($r=-0.21$). This implies that individuals high in neuroticism tend to have lower self-relatedness and self-actualization. Social anxiety also had a negative relationship with openness to experience ($r=-0.21$) and self-relatedness ($r=-0.23$). This indicates that students who experience higher levels of social anxiety are likely to be less open to new experiences and have challenges with self-relatedness. Agreeableness ($\beta=0.29$) and personal self-awareness measurements ($\beta=0.17$) were found to be significant positive predictors of openness to experience. Together, they accounted for 23% of the variance in openness to experience. Both conscientiousness ($\beta=0.30$) and personal self-awareness ($\beta=0.29$) positively predicted the self-relatedness measurement, while neuroticism negatively influenced it ($\beta=-0.22$). Together, these traits explained 40% of the variance in the self-relatedness measurement. Overall, for general self-actualization, the awareness of personality traits ($\beta=0.2$), agreeableness ($\beta=0.18$), and personal self-awareness measurements ($\beta=0.28$) were significant positive predictors, accounting for 36% of the variance. These results suggest a complex interplay between various personality traits, levels of self-awareness, and self-actualization. While certain traits positively influence self-actualization, others might act as inhibitors. This underscores the importance of holistic interventions in educational and psychological settings to foster student self-actualisation.

CONCLUSION

The study's findings underscore the nuanced relationship between academic motivation and self-esteem among teenage students. These students largely lacked self-confidence, with male students demonstrating slightly higher self-assurance than their female counterparts. Nevertheless, a robust positive correlation emerged between self-esteem and academic motivation; students' self-confidence and academic drive rose. Parental education and assertiveness proved to be significantly intertwined, possibly because well-educated parents might better encourage their children to communicate openly about challenges and assert themselves appropriately. While gender played a role, it was less pivotal in influencing academic motivation than parental self-assurance and education level. Adolescents are advised to cultivate assertiveness to bridge identified gaps, which can be instrumental for success in various life domains, including school. The rising emphasis on psychological competence in recent years underlines the significance of personal factors in professional success. This study delves into how future teachers' professional engagements influence their self-actualization, recognizing that individual traits also shape career choices and personal and professional evolution.

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