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### RESEARCH ARTICLE

#### AUTHORREALIZATION AND GROUP RELATIONSHIP IN STUDENTS IN GERONTOLOGY.

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#### Abstract

Abraham Maslow (Castanedo, 2012) took the concept of self-realization from Wertheimer, to study characters who met certain criteria of personality. In 1971, Maslow defends an educational system and opportunities that satisfy the basic psychological needs: security, belonging, dignity, love, respect and esteem. He affirms that the task of education lies in transcending the pseudo problems, facing the serious existential problems of life.

This paper describes the results of the realization of the people observing the current situation of their motivations, self-realization and as a group in professional formation, towards where they direct their growth the 25 students of the Degree in Gerontology. To whom 2 conduct scales, the Personal Orientation Inventory (POI) scale and the Fundamental Interpersonal Relations Orientations-Behavior (FIRO-B) scale were applied. Instruments based on the three-dimensional theory of behavior (Schutz, 1958). They let you know how people are perceived or described. The method used is descriptive, the objective is to identify and describe the personal profile about self-realization and its interaction as a group. From the Analysis of results the following evidence of validity was obtained in the effects of the self-realization and with respect to its relation with the others, they are sensitive people and with desire to be included in the group.

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#### Introduction:-

Life takes place in a search for the satisfaction of the needs and the areas of health that focus their attention on the care of the human being, from generation to generation the attempts for the well-being of the people have rooted in the prevention and attention of the diseases.

Being involved in the training of health professionals in Gerontology implies working not only in the knowledge and development of students' competences, but also requires professionals to be interested in their personal self-realization, which would be consistent with their professional service.

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This research aims to describe how people are self-realized and to observe the situation in which Gerontology students of the Autonomous University of Campeche are located, in terms of their motivations, self-realization and how they find themselves as a group that is still in Vocational training and where they direct their growth. This study analyzes the traits and personal characteristics of students who are in professional training in the health area and indicates the importance of interpersonal relationships and collaborative work, as well as their performance in the academic, social and human spheres.

**Concept of self-realization.** The concept of self-realization for Abraham Maslow (1991) in his work *Motivation and personality*, says that in human motivation there are both high and low needs such as feeling good physiologically, security, love, esteem and self-realization. For him, it is an achievement of internal needs that range from the basic and progressing to the Metancies, therefore, the self-realized people have satisfied the lower needs and seek to reach the superiors arriving to be able to reach to be all that they are.

Coleman (1960). It describes self-realization as a constant process that moves along the continuum. The self-realized person is free from serious conflict and is free to move in different directions.

Rogers (1961) describes the seventh stage of development of a person as an optimal functioning. In its self-actualization it includes concepts such as fluency and acceptance of feelings. In 1989 Rogers states that the person of tomorrow needs to possess qualities of openness, authenticity, caring for others, and a desire for intimacy (Castanedo, 2012).

Fritz Perls (1966) in his article, "exploring human potentialities" describes the development of potential as a process of integration based on the interests, desires and genuine needs of the individual. Considers human nature as profoundly positive, the human being as innately constructive, man rather than the sum of its components is a unified organism capable of having self-consciousness as well man has the ability to choose and decide. (Castanedo, 2012).

For Maslow the self-actualizing people are those who have reached a high level of maturity, health and development, can share their teachings; The motivation of development with the motivation of deficit needs help to differentiate between being and becoming. In summit experience the knowledge of being is the experience of the object that tends to be seen as a global whole, perceived as if there is nothing else in the universe. (Maslow, 2007).

But it is also perceived, captured and exclusively, that is, the image is an image, the background disappears as if the image is isolated from everything else. The concrete perception of the totality of the object implies also a careful vision of the same. Self-actualizing people are more likely to see the world as independent not only of themselves but of human beings in general. The good human being can only be defined with criteria of humanity, these will almost certainly be a matter of degree, that is, there are people more human than others and good human beings, good examples are very human (Maslow, 2007).

Maslow says that Self-esteem proposes that the statement received refers to learning what we are worth for what our significant people value us from childhood and self-affirmation. When we have grown and matured as a person. When there are not so many people willing to offer us valuation and esteem. It is created the habit of appreciating, engaging, caring, rewarding, discovering the potential of our own resources, being more aware of our positive aspects, learning to touch with love and with humor, this is part of love and finally affirmation Shared. Which means learning to be inspirers of self-esteem in others by generously offering our appreciation, acceptance, affection and genuine attention, helping them to discover and empower their own resources and talents to grow as people who appreciate and accept themselves in what they are worth (Bueno and Castanedo, 2001).

Allport (1943) published in his article the I in contemporary psychology that in the first three years of life the initial self forms and encompasses three aspects of self-realization: sense of the body itself, sense of a Identity continues the self. Self-estimation. Just as from four to six years, he deepens in the conquests achieved and appear two new aspects of the self that is added to the previous ones: extension of the self and image of the self (Bueno and Castanedo, 2001).

Maslow (1968) defines that people self-perform in terms of their internalization of thirteen "clinically observable characteristics" (pp. 25-26). Four of these characteristics focused on personality attributes to handle interpersonal relationships. For Maslow, the interpersonal relationships involving self-realized people, they have implied

“Buberian” quality "me-you"; In which, the parties contemplated not one of the restrictions of socially prescribed sexual roles that could be used to benefit or reinforce the self-precarious system of each other; but rather "as unique, as independent, as an end in itself, In another that is, as a person and not as a tool "(Doyle, 1975).

### Factors

**involving Self-Realization.**The factors involved in self-realization according to Maslow, is the instinctoid that has to do with the innate abilities that the person possesses, his talents and his idiosyncrasy; Another factor is cultural, where the environment includes education and family and the psychological factor that refers to desires and decisions, believes that the correct values are those that lead to self-realization. Human nature if given a kinetic environment and free of synergistic self-expression. (Bueno and Castanedo, 2001).

Like Jung, Maslow argues that human behavior is driven by needs and goals, and that the pinnacle of self-realization is qualitatively different from other needs (Maslow, 1962). Self-realization can be defined as the search for a person to be creative, to grow, to acquire knowledge and develop one's skills. Self-realization is enjoyed in its own right and offers intrinsic rewards; which is not pursued for relief, as are other needs in the hierarchy. Maslow suggests that even if all other needs are met, there is a fundamental individual quest that "what humans can be, they should be" (Maslow, 2007).

Maslow (1943) formulated a positive theory of motivation, which places motivational needs for security, belonging and love, esteem and self-realization in ascending order in a motivational hierarchy. Self-realization is a multifaceted build; A central feature of self-actualization is to actualize one's potential:

" A musician must make music, an artist must paint, a poet must write, if he wants to be ultimately happy. What a man can be, he must be "(Maslow, 1943, page 382).

**Characteristics of Self-Realization.**Other characteristics of self-realization are self-acceptance, authenticity, acceptance of others, and spontaneity (Maslow, 1970). Self-actualization has been found to correlate with other aspects of well-being, such as happiness and self-esteem (Chan & Joseph, 2000; French & Joseph, 1999). Maslow (1970) argued that peak experiences are a key aspect of self-realization. Summit experiences refer to an intensification of any experience in which there is a transcendence of oneself (for example, during intense concentration). Maslow referred to the idea of peak experiences and self-transcendence in his later writings and finally viewed these experiences as a step above self-realization in the motivational hierarchy (Koltko-Rivera, 2006).

Self-transcendence refers to self-consciousness and limits of dimensions superior to oneself, but without devaluing the self (Reed, 1991). In self-transcendence the individual's own needs are mostly to one side in preference for service to others or a force (eg, truth or divine) or cause (eg environmentalism, social justice) Outside the car (Koltko-Rivera, 2006).

**Self Esteem.** Self-esteem is an attitude towards oneself, and is the model from which one begins to study it. Defining it as an attitude implies accepting certain anthropological and psychological presuppositions, while respecting other models based on different theories of personality. Self-esteem as an attitude is the habitual way of thinking, loving, feeling and behaving with oneself. The concept of self-esteem has been the concern of many scholars; among others, Freud defined it as the love of man. Other authors have worked on the factors with which it is related, to achieve a better understanding of the concept. Thus (Francisco, 2001) cited by Lopez et al. (1993) argues that self-concept is the cognitive part of the self, and self-esteem is the affective part of the self, relating to each other. López et al. (1993) quote other authors who have conceptualized self-esteem: Maslow, Sears, Kaegen, Bardwick. Maslow (1962) argues that self-esteem is feeling able to master something of the environment, to be competent and independent. Sears (1970) considers that the goals to which the subject aspires are important for their self-esteem, as well as the conviction to achieve it, so that expectations of achievement influence the level of self-esteem. Kagen (1982) states that appreciation is values that lead to the development of a positive self-evaluation, whereas criticism and rejection originate self-defeating images that influence self-esteem. (Maslow, 2007).

**The importance of Self-Realization.**On the other hand, from (1941) focuses on the importance of the acceptance of the individuality of the other, in a relation of self-realization. Thus self-realization or personal growth is defined in terms of living in the present, developing self-direction or the ability to be independent, giving self-support and

being flexible in the applications of one's values; Sensitive to their own needs and emotions, able to express feelings spontaneously, with a good self-concept and with the ability to initiate contact with interpersonal relationships (Castanedo, 2012).

It is assumed that within each person, there is a force or potential that drives personal growth, which means that each person reaches a higher level of functioning or emotional intelligence, both intrapersonal and interpersonal. This is what in the field of existential-humanistic psychotherapy is known as self-actualization (Castanedo, 2012).

**Motivation.** Maslow's Motivational Scheme, as it will be interpreted at first, is represented in the five bottom entries in Table 1 (i.e., physiological or survival needs through self-realization; (Maslow, 1943/1954) Postulated that human needs are organized in a hierarchy:

*"It is very true that man lives only on bread, when there is no bread. But what happens to man's desires when there is a lot of bread and when the stomach is full chronic?"*

*At the same time other (and "higher") needs arise and these, rather than physiological hunger, dominate the organism. In addition, when these are in turn satisfied, once again new (and still "superior") needs arise and so on. This is what we mean when we affirm that basic human needs are organized in a hierarchy of relative arrogance" (Maslow, 1943, p.375).*

In addition to the physiological needs, Maslow postulated needs for safety, belonging and love, esteem and self-actualization, in ascending order in the hierarchy. He described self-actualization in this way:

*"It refers to the person's desire for self-realization, that is, the tendency to become up-to-date in what is potentially.*

*The specific form that these needs will be taken at will, of course, vary greatly from person to person. In an individual, it can take the form of the desire to be an ideal mother, in another it can be expressed in sport, and in another it can be expressed in pictures of painting or in inventions" (Maslow, 1943, pp. 382-383).*

**Motivation in the Educational Process.** The term "motivation" means to be ready for action, to move, to set in motion. Good and Brophy (1996) define it as a hypothetical construct used to explain the onset, direction, intensity, and persistence of goal-directed behavior. A dynamic process seeks to meet a need. Motivation is related, on the one hand, to curiosity and overcoming; The challenges are internal and inherent in the activity itself and the way of controlling them depends on the person and is the most autonomous and self-regulated way of motivation.

The motifs are also classified in primary and secondary. The primaries are motivations derived from needs related to the subsistence of the individual and the species. Secondary motivations are acquired and derived from needs that arise during the learning process in personal and social development (Sánchez, 2015).

Maslow developed convincing doubts about the appropriateness of self-realization as a cornerstone of motivation; these doubts relate for the first time to the phenomena of peak experiences and their cognitive operator activity. Maslow described peak experiences, which include phenomena such as mystical experiences, aesthetic experiences, nature-related emotional experiences, and so on; who considered peak experiences in several works in the late 1950s and early 1960s, some of which appeared in his hugely popular collection Towards a Psychology of Being (Maslow, 2007).

#### **Method:-**

The research was carried out with 25 subjects between the ages of 21 and 28 years. 17 women and 8 men. To the students that were applied the questionnaire, they study the seventh semester of the Degree in Gerontology of the Faculty of Nursing of the Autonomous University of Campeche.

**Instrument.** The Personal Orientation Inventory Scale (POI) was applied as a psychological tool used in the self-actualization therapeutic system created by Schoström. Maslow's self-realization theory was used as a reference, with collaborators such as Knapp (1990). This instrument has 150 items in opposing pairs distributed in twelve subscales, the first two: Competition in Time (TC) and Oriented to itself (I) are the main ones, in addition all the items that do not intersect are included. It offers an adequate evaluation of self-realization, for its high fidelity and

validity, and the sum of both considers a global measure of self-realization. The FIRO-B instrument of the Three-Dimensional Theory of Behavior (Schutz, 1958), consists of 54 items, measures dimensions: Inclusion (I), Control (C), and Affect (A), in different environments, in its two parts, expressed and desired behavior.

#### **Procedure:-**

A letter of informed consent was issued, where the reason for this investigation was presented. Once the authorization was obtained, the FIRO-B and POI conduct scales tests were applied, which took place in the classrooms. Where the students of Gerontology study their subjects, they were explained that it was an investigation and if they needed support in the answer of the scales could express it, the results obtained through the Microsoft Excel Program were analyzed.

#### **Results:-**

According to the results obtained in the POI, recorded in Table 1. With respect to the Scale of Competence Time (TC), that refers to the Orientation of People in the Here and Now. An average of 12.68% (DT = 2.98) have a tendency to live in the past and future, which means that as they are studying a profession they direct their concerns towards their professional future and in the past are characterized by guilt, remorse and resentment of past experiences. (Castanedo, 2012, p.179, para. 7).

In the Auto support (I) scale. A result of 73.96% of the students of the Degree in Gerontology was obtained with (DT = 16.05). Which is in a parameter that indicates the average of the inventory being the group studied in a moderate measure of orientation towards the others, which indicates that all its strength and tendency is oriented to satisfy the others, it is understandable this auto support by the profile that develop by the type of profession.

In the Values Affirmation (SAV) scale, the result indicates that 18.84% of the students have a tendency lower than the average scores of the test and one (DT = 2.48), which means that they occasionally do not trust Others, have a tendency to make quick decisions, do not assume the consequences of their own actions.

About the Existentialist scale (Ex) 17.72% of students with (DT = 3.86) show that there is a rigidity in the application of values, they are moderately flexible and have a tendency centered on the principle of duty, they need to follow the rules of society and They think appearances are important.

In the Sensitivity (Fr) scale, they respond to their own needs and emotions, obtained a 14.12% and a (DT = 2.01), present a low score which reflects that they do not openly express their emotions and prioritize the needs of others to Their own, they find it difficult to establish affective bonds with others.

The Spontaneity (S) scale shows that 12.72% with one (DT = 2.09), show security in their decision making, express themselves as they are and what they feel, are always available to come to help others.

In the Auto concept Scale (Sr) the result with an average of 12.12% and one (DT = 3.10), shows that they have the ability to accept themselves as they are, shows self-confidence, can face high and low moments of life and Your relationship with others is in a safe way.

In the Self-Acceptance Scale (Sa), the result is 10.64% with a (DT = 3.46), which indicates that they are unable to accept weaknesses, fear of making mistakes and fail, criticism does not threaten their self-esteem.

In the Nature of Man (Nc) scale, an average of 10.12% and (DT = 1.81) were obtained, which indicates that they do not see the man essentially bad, are moderately distrustful of others, are not assertive.

The Synergy Scale (Sy) presents an average of 5.2% and one (DT = 1.39), which indicates that they see the opposites of life as antagonistic.

On the Acceptance of Aggression scale (A), an average of 13.72% is presented and one (DT = 3.08) that indicates ability to accept moderate aggression, accept their anger or anger with themselves, receive criticism as a form Of growth.

In the Contact Capacity Scale (C) it has an average of 16.92% and a (DT = 3.99), indicating that they have the capacity to establish contact with other people.

**Table 1:-** Results of the Personal Orientation Inventory (POI)

Dimensions	Minimum	Maximum	Average	Standard deviation
Time of competition (TC)	7	18	12.68	2.98
Auto support (I)	14	92	73.96	16.05
Subfactors				
Self-realization values (SAV)	13	23	18.84	2.48
Existence (Ex)	11	25	17.72	3.86
Sensitivity (Fr)	10	18	14.12	2.01
Spontaneity (S)	8	16	12.72	2.09
Auto concept (Sr)	3	16	12.12	3.10
Auto concept (Sa)	5	17	10.64	3.46
Nature of the Man (Nc)	7	14	10.12	1.81
Synergy (Sy)	2	8	5.52	1.39
Acceptance of Aggression (A)	8	21	13.72	3.08
Intimate contact (C)	7	22	16.92	3.99

The results, described in Table 2 are those observed with respect to the Fundamental Interpersonal Relations Orientations-Behavior Scale (FIRO-B). It was obtained that the group of students in general, presents in the Scales of Inclusion Expressed (Ie) an  $M = 4.2$  (With  $DT = 2.10$ ) presents a prototype of Now you see it, now you do not see it, which indicates that in the group people are social in their behavior of expressed inclusion, although they do not have the need to socialize constantly, do not get frustrated before separations because they are able to find and socialize with others, possess social skills to fill the needs that are detected in the areas of control and affection. In the Desired Inclusion (Id), a score  $M = 2.8$  (with  $DT = 3.25$ ) was obtained. Inhibited, which refers to people with low expressed inclusion scores and high desired inclusion rates are in an evasion conflict. On the one hand, they want to be accepted by others and, on the other hand, they fear rejection and are very sensitive to being ignored or ignored. They are blocked or inhibited to initiate social behavior. They tend to "play safely" and place the burden on others to extend an invitation. Although low expressed inclusion behavior protects them to experience rejection, this creates a problem for them.

His resistance "plays securely and waits for the invitation," communicates a "false message" that interrelation is not desired when in fact it is. As a result, you can wait a long time before receiving an invitation. They run the risk of loneliness, unless they have other characteristics that motivate people to invite them. When they are extended an invitation, they accept it, although more important is that they invite them. They need to feel accepted. Knowing that they are admitted and received is much more important than participation with others.

As for Express Control (Ce), a  $M = 0.8$  with one ( $DT = 2.17$ ), Totally Dependent, shows little confidence and a compulsive avoidance of responsibility and do not let others take responsibility. As for the Desired Control (Cd) with an  $M = 1.0$  and with a ( $DT = 0.91$ ). This refers to individuals with Rebel control prototype, which indicates that they avoid making decisions and responsibilities feel good when others control it. Strive for showing an image of self-sufficiency and a defense to cover their own doubts, need to be sure of those who do not to be ridiculous, so they impulsively expose their limitations, have a leadership potential their level of anxiety, increases and their responses of evasion they have learned is observed in crisis of anger, attacks, emotional scolding, intellectualization, rationalization.

In Affected Expression (Ae) with an  $M = 4.2$  with a ( $DT = 2.37$ ). Tendency to an image of intimacy, reflected by the social norm, necessary to soften the interpersonal relationships, in terms of Desired Affect (Ad) with an  $M = 4.8$  with a ( $DT = 2.4$ ) presents the prudent friend prototype with disguise at this moderate level. The expressed affection indicates their intense need for affection and take precautions only when they know and trust another person, frequently require reassurance that are dear.

**Table 2:-** Fundamental Interpersonal Relations Orientations-Behavior (FIRO-B)

PROTOTYPES	TOTAL	Xi	S2	M	DT
INCLUSION EXPRESSED (Ie)	105	21	4.45	4.2	2.10
INCLUSION DESIRED (Id)	72	13	10.60	2.88	3.25
EXPRESSED CONTROL (Ce)	20	9	4.75	0.8	2.17
CONTROL DESIRED (Cd)	27	13	0.83	1.08	0.91
EXPRESSED AFFECTION (Ae)	105	21	5.64	4.2	2.37
DESIRED AFFECTION (Ad)	120	23	5.88	4.8	2.42

### Discussion and Conclusions:-

From the results of the scales applied to upper level students of the Gerontology career, the effects of self-realization are shown.

The group presents predominance in its time of incompetence prevailing to live in the future or in the past, it coincides that they show a dependent inclusion, socially they are related with the others, and their affective expression is spontaneous. Their values are guided by the principle of duty, as part of their professional profile aimed at helping those who need them, considering what Maslow brings in the Pyramid of Needs can be found that in this group of people, their motivations are geared to work for the well-being of others. In their relationship with others, they are sensitive people and willing to be included in the group, they have the ability to overcome separations from other members of the group.

The group has a tendency to worry about their professional performance, to fail and have a direction directed towards the others; Their profession requires commitments and responsibilities on the care of the health of the elderly. It is a group of people with a motivation oriented to their self-realization, being at the moment in a process of professional formation in which they are potentializing their social-emotional abilities to be better people. It may seem that they do not prioritize their needs for self-esteem and self-concept, but if they have the ability to accept themselves as they are and show self-confidence, where they face satisfactory high and low moments of life, even though they show a difficulty recognizing their limitations .

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