

ISSN 2347 - 503X

Research Chronicler

International Multidisciplinary Research Journal

Vol III Issue III : March - 2015

Editor-In-Chief
Prof. K.N. Shelke

www.research-chronicler.com

A detailed still-life composition featuring a quill pen as the central element. The quill is positioned diagonally, with its tip resting on a scroll of aged parchment. The scroll is secured with a red wax seal and a red ribbon. In the background, a lit candle in a brass holder provides a warm, ambient light. In the foreground, a glass inkwell with a quill inside sits on a wooden surface, alongside a red wax seal and a small wooden object. The overall scene evokes a sense of traditional scholarship and research.

Research Chronicler

A Peer-Reviewed Refereed and Indexed International Multidisciplinary Research Journal

Volume III Issue III: March – 2015

CONTENTS

Sr. No.	Author	Title of the Paper	Page No.
1	Dr. N. Kavidha & V. Sakthivel	Desexing of the Male Text With Reference to Gilman's "The Yellow Wallpaper"	1
2	Francis D'souza	Misappropriation of NCF 2005 in Distorting the Textbooks of Karnataka	10
3	V. K. Venkatalakshmi & Dr. S. Karthik Kumar	The Post-millennial Indian Aravind Adiga's <i>The White Tiger</i>	21
4	Dr. G. Mohanacharyulu & M. Praveena	Comparative Literature will study all literature from an international perspective, with a consciousness of the unity of all literary creations and experience	27
5	Sanna Usman & Mohd. Syed Lone	A Study of Language Use Patterns & Language Attitudes in Paddari Speakers of J & K	31
6	Mr. Pravin Bhagwan Bhaskar	Reflection of Migrant's voices in Kiran Desai's "The Inheritance of Loss"	39
7	Dr. Rekha & Vikaram Singh	Theoretical Issues Involved in Computer-Assisted Language Learning	45
8	Dr. S.D. Moharana	Pros and Cons of Live-In Relationship in Indian Scenario	51
9	Yuvraj Nimbaji Herode	Ideological Confrontations in Multiethnic and Multicultural American Society: a Study of Lorraine Hansberry's <i>The Sign in Sidney Brustein's Window</i>	57
10	Dr. Bindunath Jha & Vimal Kumar Vishwakarma	Language Attitude Research in Indian Context: An Evaluation of Research Techniques	68
11	Ms. Anviti Rawat	A Study of the Self-Actualization of B.Ed Teacher Trainees	77
12	Dr. Vitthal V. Parab	A Socio-Literary Perspective in the Novels of Jhumpa Lahiri and Bharati Mukherjee	82

A Study of the Self-Actualization of B.Ed Teacher Trainees

Ms. Anviti Rawat

Abstract

The present study examines the levels of self-actualization in B.Ed teacher trainees with respect to their personal factors. A sample of 477 B.Ed students studying in the colleges affiliated to Guru Gobind Singh Indraprastha University, Delhi was taken up for the study. A Self Actualization Inventory developed by Dr. K.N. Sharma (2009) was used and data were analysed through descriptive statistics. The result indicated that majority of B.Ed teacher trainees have medium self-actualization. In relation to personal factors, gender, medium of language and education streams have insignificant influence on self-actualization of B.Ed teacher trainees.

Key Words: Self-actualization, Teacher Trainees, Personal factors

Introduction:

Older theories of personality have focused more on the pathological aspects of personality development than on the characteristics of healthy person. Writers and researchers eclectically grouped together as third force psychologists, emphasize the positive, developing person in the process of becoming. One of the leading writers in third force psychology, the late Abraham Maslow developed a theoretical model for understanding human behavior based on the hierarchy of five basic needs: food, safety, love, esteem and self-actualization. He theorized that the person's degree of need gratification is positively correlated with his degree of psychological health; the psychologically healthiest persons being those motivated primarily by the need of self actualizing. Self actualization is defined as the process or act of becoming oneself, developing one's potential, achieving an awareness of one's identity, and fulfilling oneself (Le François

1996)¹.Self actualization is the intrinsic growth of what is already in the organism, or accurately of what is the organism itself.It is the motivation to realize one's own maximum potential and possibilities.According to Maslow the healthiest (need gratified) people are better able to take positive self action and thus able to become better teachers, parents etc. Self actualizing persons have been described as individuals who are not saints and do have imperfections, but these are those who are freer to give of themselves to humanity more effectively than the average persons. According to Maslow in a classroom teacher can help the students to self-actualize by supporting them to step up each need of the Maslow's hierarchy. Maslow theory has great impact on educational structure and each level of the hierarchy of needs can be applied to the benefits of better education to the students. It is the responsibility of a teacher to guide the students towards

personal growth using the principles of this theory in practice. It cannot be denied that majorly it is the attitude of the teacher which could contribute to the self-actualization of their students. Thus, it is evident that if the natural ethical assumptions of Maslow's self-actualization concept are practiced in educational sphere by the teaching workforce then many of the educational problems could be solved and to drive a successful economy of any country self-actualizers as intrinsically motivated and energized personalities could form the backbone of society because of their special characteristics .In the sphere of teacher education, that is, imparting education in pre-service teacher education or managing the teachers of in-service education there is a dire need of people who desire to achieve their potentials to maximum and help their students or colleagues to achieve self-actualization levels too. In order to reach self-actualization, prospective teachers need successful and enthusiastic self-actualizing role models or mentors in their teachers and parents. Coble & Murray (1984) found that the most effective teachers (principals, HODs and classroom and subject teachers) were motivated self-actualizers themselves and by implication also the most effective school managers, enhancing the ability of their learners to become self-actualizers as well. Thus, if the education sector could have majority of the high self actualized pre-service and in-service teachers who can more easily and freely give of themselves to humanity more effectively than the average persons then this could generate effective human resources for any sector of country's development. Frankl (1969) says, "Teachers

who are successful professionals are self-actualizing people who lead meaningful lives and make a meaningful contribution to the self-actualizing potential of learners in their charge". This is for sure that for enrichment of self-actualization everyone needs a mentor (teacher as a mentor for pre-service teacher trainees/seniors as a mentor for in-service teachers).Like, Kruger & Steinman (2003), say that the principal who manages to create a positive school climate which supports teacher morale and motivation will ensure a climate in which effective teaching and learning can take place, ensuring both teacher and learner self-actualization.

Thus there is a dire need to find out that whether the prospective teachers would act as a mentor for their students who can help them to self-actualize and also whether the prospective teachers are self-actualizing themselves too or not?

Objectives of the study:

- ❖ To examine the levels of Self-actualization in B.Ed teacher trainees.
- ❖ To assess the Self-actualization in B.Ed teacher trainees with respect to their gender.
- ❖ To find out the Self-actualization in B.Ed teacher trainees with respect to their Educational Streams.
- ❖ To assess the Self-actualization in B.Ed teacher trainees with respect to their Medium of Language.

Hypothesis for the study:

- ❖ There is no significant difference in the mean scores of emotional intelligence of B.Ed teacher trainees with respect to their gender

❖ There is no significant difference in the mean scores of emotional intelligence of B.Ed teacher trainees with respect to their educational streams

❖ There is no significant difference in the mean scores of emotional intelligence of B.Ed teacher trainees with respect to their medium of language

Sample:

A sample of 477 B.Ed teacher trainees was selected as sample for the present research. The details of the sample are as follows:

Gender	Male	166	477
	Female	311	
Educational Stream	Science	182	477
	Commerce	64	
	Humanities	231	
Medium of language	English	353	477
	Hindi	124	

Tools used:

For the measurement of Self-Actualization, the Self Actualization Inventory developed by Dr. K.N. Sharma (2009) is used. Personal information blank was used to get the data about the background variables used in the study.

Statistics Used:

The obtained data were subjected to suitable statistical analysis such as Percentage, Mean, S.D and t- test and F-test to test the hypotheses.

Results and Discussion:

1. Self-actualization levels of B.Ed teacher trainees

Table(I) shows that Self-actualization (S.A) has been categorized into three categories, i.e. Low Self-actualization, Medium Self-actualization and High Self-actualization. For the interpretation of raw scores, the range of raw score of each S.A category has been specified. The number of B.Ed teacher trainees in three categories of S.A has been calculated according to the range of raw score under which they fall. Then to analyze the number of teacher trainees under each category the percentage was calculated for them.

Table (I) Self-actualization levels of B.Ed teacher trainees

Self-Actualization	Range of Raw Scores	N	%
High Self-Actualization	187 & Above	91	19.1
Medium Self-Actualization	163-186	198	41.5
Low Self-Actualization	82-162	188	39.4

This result has been graphically represented by figure (I) as under:

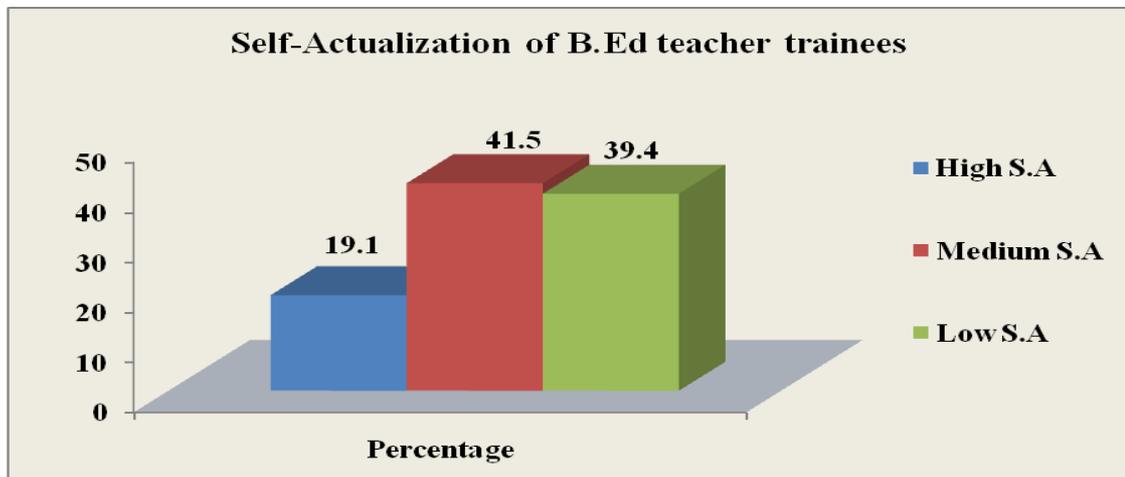


Fig 4.2.1

Table-(I) and Graph (I) clearly shows that 39.4% of the B.Ed teacher trainees have low self-actualization, 41.5% have medium self-actualization and only 19.1% of teacher trainees experience high self-actualization. This indicates that among all the three categories of Self-actualization, the teacher trainees who have medium self-actualization are the highest in number, although there is a very minor difference of 2.1% between the teacher trainees with the medium and high self-actualization.

The above results are evident that in total, 80.9% of the B.Ed teacher trainees have medium and high desire to self-actualize. 39.4% of the B.Ed teacher trainees are those who have a low desire to self-actualize. The reasons of those who have medium to high desire to self-actualize may be that they choose on their own to pursue B.Ed and become effective teachers; they know the goals what they are striving for and means of accomplishing them; the self-financed institutes have proper infrastructure

facilities in which effective teaching and learning can take place; there is a positive college and classroom environment with proper rules and regulation which supports teacher trainees to self-actualize; the teacher educators motivate the teacher trainees to achieve their highest potential or the teacher educators give the teacher trainees the freedom to explore the learning concepts and the opportunities for self-expression etc. The reasons for those teacher trainees who are low in desire to become of what they are capable of becoming could be that they have been pressurized by their parents or peer group to pursue B.Ed; they are pursuing B.Ed just for the sake of nice salary in a half day job like teaching and not for becoming an effective teacher; as married males and females also pursue B.Ed, so due to their life-work imbalance they are not able to do their best in B.Ed. Thus, to identify the possible reasons for self-actualizers and non-self actualizers qualitative research on this variable should be undertaken in future.

(b) Self-actualization (Gender wise and Medium of Language wise):**Table (II) Self-actualization scores (Gender wise and medium of language wise):**

Gender	N	Mean	S.D	Df	t-value
Males	166	165.74	21.835	475	.590 ^{NS}
Females	311	166.80	16.869		
M.O.L	N	Mean	S.D	Df	t-value
English	353	167.12	17.331	475	1.349 ^{NS}
Hindi	124	164.48	22.202		

Gender wise analysis of Self-actualization scores in Table (I) shows that the mean score of self-actualization of females (166.80) is slightly higher than the male (165.74) B.Ed teacher trainees. The significance of difference between the two means is tested by t-test. The obtained t-value is .590 which is lower than 1.96, hence not significant at 0.05 levels. Therefore the hypothesis "There is no significant difference in the mean scores of self-actualization of B.Ed teacher trainees with respect to their gender" is accepted at 0.05 level of significance.

The above table also shows that according to medium of language wise analysis (M.O.L) the mean score of self-actualization of B.Ed teacher trainees with English medium (167.12) is higher than the mean scores of B.Ed teacher trainees with Hindi medium (164.48). The significance of difference between the two means is tested by t-test. The obtained t value is 1.349 which is lower than 1.96, hence not significant at 0.05 level. Therefore the hypothesis "There is no significant difference in the mean scores of self-actualization of B.Ed teacher trainees with respect to medium of language." is accepted at 0.05 level of significance.

(c) Self-actualization Scores (Educational Stream wise comparison)**Table (III) Self-actualization Scores with respect to different educational streams (S=Science, H=Humanities, C=Commerce)**

S (N=182)		H (N=231)		C (N=64)		S v/s H	H v/s C	S v/s C	F-value
Mean	S.D	Mean	S.D	Mean	S.D				
44.11	10.42	45.64	10.11	46.54	12.37	-	-	-	1.6889 ^{NS}

Table III shows that the mean scores of self-actualization of B.Ed teacher trainees with commerce stream are higher in comparison

to the teacher trainees with the science and humanities stream trainees. The significance of difference between the means is tested by

F-test. Thus, the obtained F-value is 1.6889 which is not significant at 0.05 level. Therefore, the hypothesis “There is no significant difference in the mean scores of self-actualization of B.Ed teacher trainees with respect to their educational streams” is accepted at 0.05 level of significance.

Findings of the study:

1) Majority of B.Ed teacher trainees have medium self-actualization.

2) Gender has no significant influence on self-actualization of Teacher Trainees.

3) Medium of Language has no significant influence on the self-actualization of Teacher Trainees.

4) Educational streams have no significant influence on the self-actualization of Teacher Trainees.

Bibliography:

1. **Alam, T. M. (2011).** Factors affecting teacher’s motivation. *International Journal of Business and Social Science*, 2(1), 298-304.
2. **Amir Kiaei, Yalda. (2014).** The Relationship between Metacognition, Self-Actualization, and Well-Being among University Students: Reviving Self-Actualization as the Purpose of Education. *FIU Electronic Theses and Dissertations*. Paper 1367. Retrieved from <http://digitalcommons.fiu.edu/etd/1367>
3. **A.J Buchel (2009).** The impact of HIV on the self-actualization of role players of the school management including teachers and learners. Retrieved from uir.unisa.ac.za/bitstream/handle/10500/1956/04chapter4.pdf
4. **Best, J.W. & Kahn, J.V. (1995)** *Research in Education*. New Delhi: Prentice Hall of India Pvt. limited.
5. **Cai, S. (2010).** Curriculum Design, Linguistic Competence and Self-Actualization: A Case Study on English Curriculum Design for Chinese Non-English Major Postgraduates. *Creative Education*, 1, 184-195. doi: 10.4236/ce.2010.13028.
6. **Cares, R. C. and Blackburn, R. T. (1978).** Faculty self-actualization: Factors affecting career success. *Research in Higher Education*, Vol.9, pp.123-136 <http://hdl.handle.net/2027.42/43634>.
7. **Charles R. Coble and Paul B. Hounshell (2006)** Teacher self-actualization and Students’ progress. *Science Education*, Vol.56 (3), pp.311–316.
8. **Kaur R.K. (2008)** The Relationship of emotional intelligence with self-actualization. *International Journal of Education, New Frontiers in Education*, Vol. 41(3), p.p. 243-247.
9. **Kusum (2011).** Effect of Organizational role stress, Ego-strength and self-actualization on burnout among secondary school teachers. Unpublished research thesis in M.D.U, Rohtak.

Dhanashree Publications

Flat No. 01, Nirman Sagar CHS,
Thana Naka, Panvel, Raigad - 410206



www.research-chronicler.com