



ACADEMIC SELF-ACTUALIZATION AND ACADEMIC ACHIEVEMENT AMONG PROSPECTIVE TEACHERS IN MADURAI DISTRICT

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ABSTRACT

The purpose of this study is to determine the academic self-actualization and academic achievement of the prospective teachers. The study group consists of a total of 300 prospective teachers studying in colleges Education in Madurai district. The study group was determined through simple random sampling. Descriptive analysis, 't' test and Pearson correlation was used for the analysis of the data. The findings reveal that there was significant difference between male and female prospective teachers in their academic achievement and academic self-actualization. There was significant difference between undergraduate and postgraduate prospective teachers in their academic achievement and academic self-actualization. There was significant difference among language, science and arts pedagogy prospective teachers in their academic achievement and academic self-actualization. There was significant difference among prospective teachers parental annual income of below 15000, 15000-25000 and 25000 and above in their academic achievement and academic self-actualization. There was significant difference between rural and urban prospective teachers in their academic achievement and academic self-actualization. There was significant positive correlation between academic achievement and academic self-actualization of prospective teachers.

KEYWORDS: *Academic Achievement, Academic Self-Actualization, Leadership, Psychological Needs, Prospective Teachers.*

INTRODUCTION

The phrase "self-actualization" was initially coined by Goldstein, who said that realizing one's full potential is the underlying human motivation (Goldstein, 1939). The self-actualization of the person, in Jung's view, is the most significant goal of life (Hergenhahn & Olson, 2003). Jung connected self-actualization with the self-archetype he prized most. The self-archetype stabilizes the personality and balances the subconscious (Farimani, 2020). Jung compared the self-archetype to a drive for self-actualization, and he describes self-actualization as having a balanced personality that is mature in all facets (Mahasneh, 2011).

Self-actualization is known as a notion that is associated with Maslow, despite the fact that it is also researched by Jung, Horney, and Rogers (Mcwhaw, 2001). Maslow's idea of self-actualization is investigated as a component of a broad-based motivation theory rather than as a personality syndrome. Maslow emphasizes that everyone has the desire to achieve self-actualization, and that in order to do so, the biological and psychological needs, which were listed starting at the very base level, must be satisfied. Physiological needs, safety needs, belongingness and love needs, esteem needs, and self-actualization requirements are how this hierarchy is portrayed. Physiological requirements are closely linked to survival. A few examples of physiological demands are those for food, water, sex, and sleep. These requirements must be satisfied since they are so crucial. The need for safety emerges as the primary motivation once the body's physiological needs have been satisfied.

These requirements include the need for security predictability, structure, and order. The need for belonging drives people once their bodily and security demands are satisfied (Dmitrienko, 2017). Peers and friends, familial support, belonging to a group, and genuine relationships all fall under this need (Jena, 2016). The desire for respect will predominate if the person's physiological, security,



belonging, and love requirements are satisfied. This need comprises of being recognized and accepted by others, having respect for oneself, feeling competent and sufficient, and having faith. When these requirements are adequately addressed, the motivation for the individuals will come from self-actualization. The realization of one's potential and skills is self-actualization (Ordun, 2017). Maslow also says that satisfying basic wants is connected to the need for knowledge and understanding and that it is utilized as a tool for problem-solving and overcoming challenges. At all motivational levels, there is a want to know and comprehend, and this desire is influenced by an individual's position in the hierarchy. Aesthetics is another desire that is thought to have existed since the dawn of civilization. This yearning is innate and manifests itself when people become more fully themselves (Krems et al., 2017).

Self-actualized people tend to have a number of characteristics that allow them to achieve their fullest state of being (Pekrun, 2002). In addition to those that were originally proposed by Maslow, modern researchers have expanded on these traits and suggested other personality traits that are also connected to self-actualization. (Kaufman, 2018) Maslow posited that each level of needs must be taken care of before the next one can be met. So, fulfilling one's physiological needs is a prerequisite to their safety needs being met; one's safety needs must be met before one's love needs take priority, and so on. Self-actualization is the highest level, meaning that it can only be fulfilled when one's physiological, safety, love, and esteem needs are already met.

NEED AND SIGNIFICANCE OF THE STUDY

The attainment of self-actualization involves one's full involvement in life and the realization of that which one is capable of accomplishing. Self-actualization is based on leveraging one's abilities to reach their potential; it is an individual process and will probably vary significantly from person to person. Key techniques of self-actualization include setting goals for Students, engaging in intrinsically motivating work, getting feedback on student performance, applying behavior modification to them self, improving student skills relevant to student job, raising student level of self-expectation and developing a strong work ethic. Achieving goals and staying motivated requires self-discipline. A model presented here for developing self-discipline consists of eight components: formulate a mission statement, develop role models, develop goals for each task, develop action plans, use visual and sensory stimulation, search for pleasure within the task, compartmentalize spheres of life and minimize excuse making. This assumption leads to clear insight to the investigator to do the study regarding the relationships between academic self-actualization and academic achievement.

REVIEWS OF RELATED STUDIES

Suyudi et al., (2022) studies result showed that the principal's instructional leadership affects student self-actualization. Torabi, (2020) study findings demonstrated that more concentration is needed to be placed on psychological factors in order to enhance students' self actualization.

OBJECTIVES OF THE STUDY

The investigator were framed the following objectives;

1. To find out the level of academic self-actualization and academic achievement of prospective teachers.
2. To find out there is any significant difference between male and female prospective teachers in their academic self-actualization and academic achievement.
3. To find out there is any significant difference between rural and urban prospective teachers in their academic self-actualization and academic.
4. To find out there is any significant difference between undergraduate and post graduate prospective teachers in their academic self-actualization and academic achievement.
5. To find out there is any significant difference among language, science and arts pedagogy prospective teachers in their academic self-actualization and academic achievement.
6. To find out there is any significant difference among prospective teacher's academic self-actualization and academic achievement with regard to their parental annual income.
7. To find out there is any significant relationship between academic self-actualization and academic achievement of the prospective teachers.

HYPOTHESES OF THE STUDY

The following hypotheses were framed by the investigator to analysis the relationship on academic self-actualization and academic achievement of the prospective teachers;

1. There is no significant difference between male and female prospective teachers in their academic self-actualization and academic achievement.
2. There is no significant difference between rural and urban prospective teachers in their academic self-actualization and academic achievement.



3. There is no significant difference between undergraduate and post graduate prospective teachers in their academic self-actualization and academic achievement.
4. There is no significant difference among language, science and arts pedagogy prospective teachers in their academic self-actualization and academic achievement.
5. To find out there is any significant difference among prospective teacher’s academic self-actualization and academic achievement with regard to their parental annual income.
6. There is no significant relationship between academic self-actualization and academic achievement of the prospective teachers.

METHODOLOGY

The area of the present study was Madurai District of Tamil Nadu State, India. The population of the present study consists of the prospective teachers those who are studying in colleges of education in Madurai district. The Researcher has taken on the descriptive survey method of research to study the “academic self-actualization and academic achievement of Prospective Teachers”. The Investigator used stratified random sampling technique for collecting the data from the population. The sample consists of 300 Prospective Teachers.

TOOLS USED FOR THE STUDY

The Investigator used the following questionnaire for assessing the prospective teacher’s academic self-actualization and academic achievement.

Academic Self-Actualization Questionnaire developed by **George Manning and Kent Curtis (2003)**.

To measure the academic achievement, we used the semester exam marks. In this study we focus the measurement of academic achievement in first year and second year prospective teacher’s semester exam marks.

ANALYSIS AND INTERPRETATION

Descriptive Analysis

The following Table shows the clear picture about the level of prospective teachers in their academic self-actualization and academic achievement.

Table 1
Level of academic self-actualization and academic achievement of Prospective Teachers

Variables	Low		Moderate		High	
	N	%	N	%	N	%
Academic Self-Actualization	55	18.4	188	62.6	57	19
Academic achievement	45	15	199	66.3	56	18.7

Table 1 showed that 18.4% and 15% of prospective teachers reported low level of academic self-actualization and academic achievement. 62.6% and 66.3% of prospective teachers reported moderate level of academic self-actualization and academic achievement. Further the Table inferred that 19% and 18.7% of prospective teachers reported high level of academic self-actualization and academic achievement.

ANALYSIS OF VARIANCE

Hypothesis 1

There is no significant difference between male and female prospective teachers in their academic self-actualization and academic achievement.

Table 2
Mean Score Difference between Male and Female Prospective Teachers in their Academic Self-actualization and Academic Achievement

Variables	Gender	N	Mean	SD	‘t’ value	df	Remarks
Academic Self-Actualization	Male	127	88.31	7.35			
	Female	173	90.47	8.49			
Academic achievement	Male	127	77.9	7.51	3.14	298	S
	Female	173	82.5	11.57			

(At 5% level of significance)



Row 1 of table 2 shows that there is a significant difference in the mean score of male ($M = 88.31$; $SD = 7.35$) and female ($M = 90.47$; $SD = 8.49$) prospective teachers in their academic self actualization where $t_{(298)} = 2.49$, $p < 0.05$. The data reveals that the mean score of academic self actualization among prospective teachers of female (90.47) is higher than the male (88.31).

Row 2 of table 2 indicates that there is a significant difference in the mean score of male ($M = 77.9$; $SD = 8.49$) and female ($M = 82.5$; $SD = 11.57$) prospective teachers in their academic achievement where $t_{(298)} = 3.14$, $p < 0.05$. The data reveals that the mean score of academic achievement among prospective teachers of female (82.5) is higher than the male (77.9). Hence the null hypothesis 1 was rejected.

Hypothesis 2

There is no significant difference between rural and urban prospective teachers in their academic self-actualization and academic achievement.

Table 3

Mean Score Difference between Rural and Urban Prospective Teachers in their academic self-actualization and academic achievement

Variables	Gender	N	Mean	SD	't' value	df	Remarks
Academic Self-Actualization	Rural	97	95.64	8.34	2.53	298	S
	Urban	203	97.35	9.01			
Academic achievement	Rural	97	84.62	9.31	4.49	298	S
	Urban	203	88.35	10.05			

(At 5% level of significance) Row 1 of table 3 shows that there is a significant difference in the mean score of rural ($M = 95.64$; $SD = 8.34$) and urban ($M = 97.35$; $SD = 9.01$) prospective teachers in their academic self actualization where $t_{(298)} = 2.53$, $p < 0.05$. The data reveals that the mean score of academic self actualization among prospective teachers of urban (97.35) is higher than the rural (95.64).

Row 2 of table 3 reveals that there is a significant difference in the mean score of rural ($M = 84.62$; $SD = 9.31$) and urban ($M = 88.35$; $SD = 10.05$) prospective teachers in their academic achievement where $t_{(298)} = 4.49$, $p < 0.05$. The data reveals that the mean score of academic achievement among prospective teachers of urban (88.35) is higher than the rural (84.62). Hence the null hypothesis 2 was rejected.

Hypothesis 3

There is no significant difference between undergraduate and post graduate prospective teachers in their academic self-actualization and academic achievement.

Table 4

Mean Score Difference between Undergraduate and Postgraduate Prospective Teachers in their academic self-actualization and academic achievement

Variables	Gender	N	Mean	SD	't' value	df	Remarks
Academic achievement	Undergraduate	198	103.28	8.24	2.06	298	S
	Postgraduate	102	106.14	9.82			
Academic Self-Actualization	Undergraduate	198	102.61	8.01	3.81	298	S
	Postgraduate	102	106.72	9.19			

(At 5% level of significance)

Row 1 of table 4 shows that there is a significant difference in the mean score of undergraduate ($M = 103.28$; $SD = 8.24$) and postgraduate ($M = 106.14$; $SD = 9.82$) prospective teachers in their academic self actualization where $t_{(298)} = 2.06$, $p < 0.05$. The data reveals that the mean score of academic self actualization among prospective teachers of postgraduate (106.14) is higher than the undergraduate (103.28).

Row 2 of table 4 indicates that there is a significant difference in the mean score of undergraduate ($M = 102.61$; $SD = 8.01$) and postgraduate ($M = 106.72$; $SD = 9.19$) prospective teachers in their academic achievement where $t_{(298)} = 3.81$, $p < 0.05$. The data reveals that the mean score of academic achievement among prospective teachers of postgraduate (106.72) is higher than the undergraduate (102.61). Hence the null hypothesis 3 was rejected.



Hypothesis 4

There Is No Significant Difference Among Language, science and arts pedagogy prospective teachers in their academic self-actualization and academic achievement.

Table 5

Mean Score Difference among Language, Science and Arts Pedagogy Prospective Teachers in their academic self-actualization and academic achievement

Variables	Source of Variation	Sum of Square	Mean Square	df	Calculated 'F' Value	Remarks
Academic Self-Actualization	Between Group	8135	2286.25	3	4.357	S
	Within Group	391924	2175.34	298		
Academic achievement	Between Group	6440	1362.25	3	4.981	S
	Within Group	437645	2175.34	298		

(At 5% level of significance)

The above Table 5 showed that there was significant difference among language, science and arts pedagogy prospective teachers in their academic self-actualization, as the calculated 'F' value is 4.357 was higher than the table value at 5% level of significance. Further the above table indicated that that there was significant difference among language, science and arts pedagogy prospective teachers in their academic achievement, as the calculated 'F' value is 4.981 was higher than the table value at 5% level of significance. Hence the null hypothesis 3 was rejected.

Hypothesis 5

There is no significant difference among prospective teachers parental annual income of below 15000, 15000-25000 and 25000 and above in their academic self-actualization and academic achievement.

Table 6

Mean Score Difference among Teachers Parental Annual Income of Below 15000, 15000-25000 and 25000 and Above in Their academic self-actualization and academic achievement

Variables	Source of Variation	Sum of Square	Mean Square	df	Calculated 'F' Value	Remarks
Academic Self-Actualization	Between Group	7524	1547	3	3.985	S
	Within Group	541490	1954.45	297		
Academic achievement	Between Group	4257	2468	3	4.186	S
	Within Group	58746	2648.17	297		

(At 5% level of significance, the table value is 3.00)

The above Table 6 concluded that there was significant difference among parental annual income of below 15000, 15000-25000 and 25000 and above in their academic self-actualization and academic achievement of prospective teachers, as calculated 'F' values of 3.985 and 4.186 were higher than the tabulated value at 5% level of significance. Hence the stated hypothesis 4 was rejected.

ANALYSIS OF CORRELATION

Null Hypothesis 7

There is no significant relationship between academic self-actualization and academic achievement of the prospective teachers.



Table 8
Relationship between academic self-actualization and academic achievement of the Prospective Teachers

Variables		Goal Orientation	Academic Achievement
Academic Self-Actualization	Pearson Correlation	1	0.814**
	N	298	193
Academic Achievement	Pearson Correlation	0.814**	1
	N	298	193

(** At 1% level of significance)

The table 8 indicates that the correlation coefficient between academic self actualization and academic achievement of prospective teachers is 0.814, which is significant at a 0.01 level of significance. The correlation coefficient value $r=0.814$ shows a positive and high correlation between the academic self actualization and academic achievement of prospective teachers.

MAJOR FINDINGS

1. There was significant difference between male and female prospective teachers in their academic achievement and academic self-actualization.
2. There was significant difference between rural and urban prospective teachers in their academic achievement and academic self-actualization.
3. There was significant difference between undergraduate and postgraduate prospective teachers in their academic achievement and academic self-actualization.
4. There was significant difference among language, science and arts pedagogy prospective teachers in their academic achievement and academic self-actualization.
5. There was significant difference among prospective teachers parental annual income of below 15000, 15000-25000 and 25000 and above in their academic achievement and academic self-actualization.
6. There was significant positive correlation between academic achievement and academic self-actualization of prospective teachers.

CONCLUSION

The study results proved a relationship between self-actualization and academic achievement among prospective teachers. Furthermore, the academic self-actualization influences prospective teachers' academic achievement. The findings of the study shows that the significant difference between male and female, rural and urban, undergraduate and post graduate, pedagogical subjects and parental annual income of prospective teachers in their academic achievement and academic self-actualization. Therefore, educational policymakers and curriculum designers need quality learning-oriented leadership for students' satisfaction and potential actualization.

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