A study on the Relationship between Self-Actualization Level of Teachers and their Teaching Effectiveness at a Post Graduate Management Program

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Introduction

- The theory of hierarchy of needs was developed by Abraham Maslow (1954), comprising of five levels of human needs: physiological needs, safety needs, belongingness and love needs, esteem needs and self-actualization.
- He had put forward this theory by studying the behaviours of personalities who had influenced him. These include Max Wertheimer and Ruth Benedict, who were his mentors and also individuals like Albert Einstein, Henry David Thoreau, etc. whom he believed had achieved self-actualization.
- Just like Maslow, students in schools and colleges come across teachers, whose behaviour inspires them. According to Maslow’s theory these teachers are likely to have reached the level of self-actualization and influence students to think critically.
- The present study tries to analyse the influence of level of self-actualization on teaching effectiveness of teachers.
- The importance of doing such study at post graduate level is that, students who pass out of management program straight away step into the corporate world, so they have to be trained well by the teachers in order to survive in the industry. Thus the teachers’ personality is an important variable intervening in what students learn and in the overall development of the student.

Literature Review

- Examining the influence of social class, occupational experiences, and a variety of stratification factors on the ranking of a set of important values of self-actualization such as self-development, achievement, and independence.
- People living at the level of self actualization are found simultaneously to the love mankind selflessly and display deep integrity.
- The study on the effect of supervisor ethical leadership (SEL) and job motivating potential (JMP) with a sample of 151 employees. The result showed that higher levels of SEL increase the positive effects of JMP on job performance.
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Research Gap

- The present study tries to analyse the influence of level of self-actualization on teaching effectiveness of teachers. Though many studies have been done on effectiveness of self-actualizing teacher, none of them have been doing at post graduate management program.
- However, there does appear to be every justification for further research attempting to determine the relative effectiveness of self-actualizing biology teachers as well as teachers of other disciplines and related to other variables of student progress.

Research Question

- Does level of self actualization influence teaching effectiveness of teachers at a post graduate management program?

Research Methodology

- This study required two sets of questionnaires and the respondents were final year students studying for post graduate management program. The first set had a total of 116 respondents and second set had a total of 100 respondents. A total of 19 teachers were evaluated by the students.
- The first questionnaire evaluated the teaching effectiveness of teachers where the students were asked to select five teachers who impressed and influenced them the most. Then the students were asked to describe the qualities of the teachers whom they have ranked.
- The second set of questionnaire measured the self-actualization level of teachers. Here the students were asked to select any three teachers and rate them on characteristics such as acceptance of self and others, independence, goal directedness, spontaneity, sense of justice, sense of humor, creativity, etc. The scale used for measuring self-actualization which was developed by “George Manning and Kent Curtis (The Art of Leadership, 2002)”

Results and Discussions

- From Table 1, it is seen that the respondents have ranked teachers A, G and S as top three. Based on the total score the respondents have been ranked from 1 to 19 as shown in Table 3. The factors based on which the students have ranked these teachers could be grouped into two dimensions: - Teaching Excellence and Positive Attitude (Table 2).
- Based on the average scores of self-actualisation the teachers were divided into three groups as shown in Table 4. Also it is seen that the top three ranks for self-actualisation are occupied by the same teachers (A, G and S) who got the top three ranks in teaching effectiveness (Table 5).
- The figures [Table 3] also show that some teachers have got very few responses, yet they have high scores. This is because they are not much known to the students and they are not very active in class. Teachers are much more prominent among students have got good number of responses and high scores. On the other hand there are teachers, who have got good number of responses, but obtained low scores. This shows that these teachers have low level of self-actualisation.

Conclusion

- The study reveals that the level self-actualisation in teachers has an influence on their teaching effectiveness. Since the top three ranks in both the cases are occupied by the same teachers, revealing that these teachers are almost equally inclined towards being and technical knowledge.
- Some teacher have higher rank in teaching effectiveness when compared to self-actualisation. This means they are more inclined towards technical knowledge.

References