



A STUDY ON SELF-REALIZATION CAPACITY AMONG COLLEGE STUDENTS IN KARUR DISTRICT- A STUDY

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ABSTRACT

The concept of self-realization capacity entered the field of realization psychology with **John Flavell**. The concept of Self-Realization is of recent origin. **J. H. Flavell** (1976) is the first who used this word. According to him Self-Realization is “Knowledge concerning one’s own realization process and products or anything to the active monitoring and consequent regulation and orchestration of this process in relation to realization objects or data”. According to The Blackwell Dictionary of Cognitive Psychology, Self-Realization may be defined as “Knowledge or briefs about one’s own realization processes”. According to The Concise Dictionary of Psychology defines Self-Realization as “having knowledge or awareness of one’s own realization processes”.

THIS PAPER DEALS A STUDY ON SELF-REALIZATION CAPACITY AMONG COLLEGE STUDENTS IN KARUR DISTRICT

KEY WORDS; SELF -REALIZATION, CAPACITY, STRATAGIES

INTRODUCTION

Self-Realization plays a critical role in successful learning. It is important to study self-realization activity and development to determine how students can be taught to better apply their realization resources better through Self-Realization control. Learning is influenced by several factors including inadequate prior knowledge, poor study skills and problems with maintaining sustained attention, cultural or language difference or the presence of learning difficulty. On the process of instructing learners to improve the learning process, distinctions can be made between realization and Self-Realization strategies.

High and low level of students in respect to self-realization capacity, this test is helpful in identifying students with poor self-realization level who may need counselling or training to help them to move towards

high achievement. Students who demonstrate a wide range of self-realization skills perform better on exams and complete work more efficiently. They are self-regulated learners who utilize the right tool for the job and modify learning strategies and skills based on their awareness of effectiveness. Individuals with a high level of self-realization knowledge and skill identify blocks to learning as early as possible and change tools or strategies to ensure goal attainment.

OBJECTIVES OF THE STUDY

- ✓ To find out the self-realization capacity level of college students.
- ✓ To find out the self-realization capacity level of male and female students.
- ✓ To find out the self-realization capacity level of arts and science students.

HYPOTHESES OF THE STUDY

There is no significant difference between self-realization capacity level of male and female students.

There is no significant difference between self-realization capacity level of arts and science students.

Selection of the sample

The investigator has adopted stratified random sampling technique for the selection of the sample. This is done to ensure representativeness and to avoid bias. This technique is applicable when the population is composed sub-groups or strata.

Sample of the study

160 samples were taken for this study. From these samples 80 male and 80 female students are taken. Among 80 male students, 40 students are from arts Field, 40 students are from science Field. Among 80 female students 40 students are from arts Field, 40 students are from science Field.

Tool used in the study

The selection or construction of tool is of vital part in a research study. Here the investigator has used valid and reliable tool for collecting various types of information.

Researcher used “Self-Realization Inventory” constructed and standardized by Govil Punita for this study.

Descriptive Analysis

Table

Mean, Median, mode and Standard Deviation of Self-Realization

Variable	N	Mean	Median	Mode	Standard Deviation
Total	160	83.14	84.00	81.42	9.5625
Self-Realization					

From the above table, the mean score of Self-Realization of the college students is computed to be 83.14. The obtained mean value falls in the average Self-Realization level. Therefore, the Self-Realization level of the college students is average.

Table

Mean and Standard Deviation of Self-Realization of male and female college students

Variable	Sub Groups	N	Mean	Standard Deviation
Gender	Male	80	82.71	9.3445
	Female	80	83.51	9.1150

From the above table, the mean score of Self-Realization of the male college students are 82.71 and female college students are 83.51. The obtained mean value of both male and female college students fall in the average Self-Realization level. Therefore the Self-Realization level of both male and female college students is average.

Mean and Standard Deviation of Self-Realization of arts and science college students

Variable	Sub Groups	N	Mean	Standard Deviation
	Arts	80	82.38	8.7970
	Science	80	83.90	9.3984

From the above table, the mean score of Self-Realization of Arts College students are 82.38 and science college students are 83.90. The obtained mean value of both arts and science college students fall in the average Self-Realization level. Therefore the Self-Realization level of both arts and science college students is average

Differential Analysis

Hypothesis: 1

There is no significant difference between the Mete-Realization level of male and female college students.

Table

Mean Standard deviation; Mean Difference and 't' value for the Self-Realization level of male and female college students.

Variable	Sub Groups	N	Mean	Standard Deviation	Mean Difference	't' Value	Level of Significance (0.05)
Gender	Male	80	82.71	9.3445	0.8	3.68	S*
	Female	80	83.51	9.1150			

From the above table, the mean difference 0.8 between the mean scores of Self-Realization of male and female college student is found to be not significant at 0.05 level of significance as the calculated 't' value 3.683 is more than the table 't' value 1.96 for the degree of freedom 298 at 0.05 level. And also the difference is favors of the male college students. Hence the null hypothesis is rejected & alternative hypothesis is accepted. The Self-realization level is different for both the male and female college students.

Hypothesis: 2

There is no significant difference between the Mete-Realization level of arts and science college students.

Table:

Mean Standard deviation; Mean Difference and 't' value for the Self-Realization level of arts and science college students.

Variable	Sub Groups	N	Mean	Standard Deviation	Mean Difference	't' Value	Level of Significance (0.05)
Field	Arts	80	82.3	8.7970	1.52	7.09	S*
	Science	80	83.9	9.3984			

From the above table 4.5 that the mean difference 1.52 between the mean scores of Self-Realization of Arts and Science college student is found to be not significant at 0.05 level of significance as the calculated 't' value 7.09 is more than the table 't' value 1.96 for the degree of freedom 298 at 0.05 level. And also, the difference is favors of the Science college students. Hence the null hypothesis is rejected & alternative hypothesis is accepted. The Self-Realization level of both arts and science students is different.

MAJOR FINDINGS

- ✓ There is significant difference between self-realization capacity level of male and female college students.
- ✓ There is significant difference between knowledge of realization process among male and female college students.
- ✓ There is significant difference between self-realization capacity level of arts and science college students.

CONCLUSION OF THE STUDY

- ✓ There is significant difference found between the Self-realization of male and female college students. This may be because of their similar experience, environment and practice.
- ✓ There is significant difference between self-realization capacity level of arts and science college students.
- ✓ The research reveals that the Self-Realization level of college students is different.

LIMITATIONS OF THE STUDY

- ✓ This study considered only 160 college students as the sample of the Study.
- ✓ This study has considered only the Self-Realization level of the College students.
- ✓ This study was limited to only one level i. e. Under graduate students

RECOMMENDATIONS

- ✓ The major findings of the research reveal that the Self-realization level of college students is average. To improve the Self-Realization level of college students the following recommendations can be implemented,
- ✓ Self-Realization strategies can be integrated in the existing college student to revitalize the educational programmed.
- ✓ The responsibility of the learning should be shifted gradually to students.
- ✓ New subject matter is learned through existing knowledge and preconceptions.
- ✓ Students should be taught how they can regulate diagnosis and revise their own learning.
- ✓ Co-operation and discussion among students is necessary.
- ✓ Instruction should be tailored to the current conception of students
- ✓ Establishing the Self-Realization environment among the college students.
- ✓ Students must be made constantly aware of the use and function of knowledge and skills.
- ✓ Especially with younger students' relationship with parents and other adults should be emphasized so that initial attempt at self-regulated learning can be supervised.

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