

*Learning and Teaching in Times of Change:
Reinventing the Aims of Education in Times of Change and Transformation*

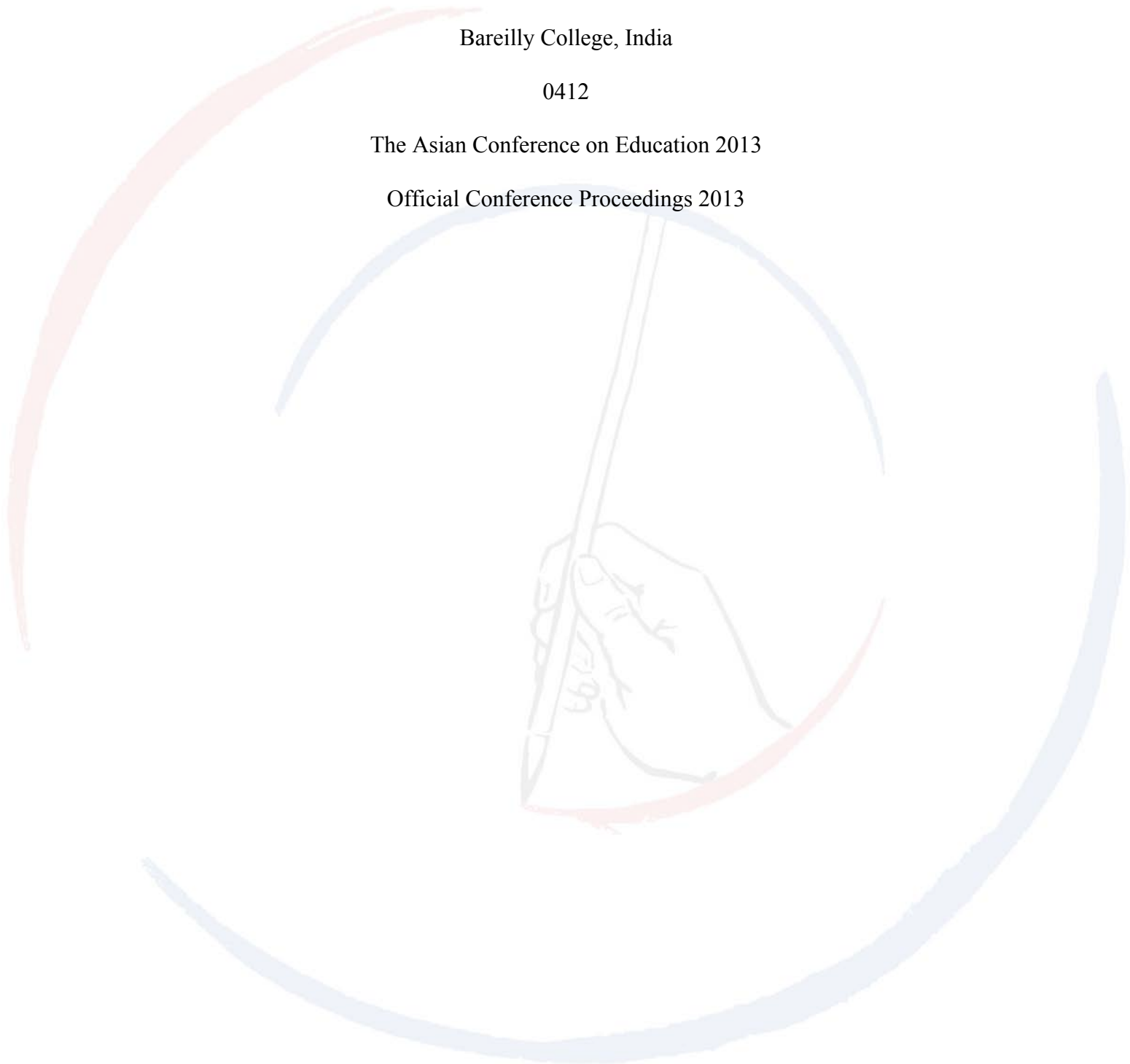
Jyoti Chahal

Bareilly College, India

0412

The Asian Conference on Education 2013

Official Conference Proceedings 2013



iafor
The International Academic Forum
www.iafor.org

In the present times of change and transformation the biggest challenge before us is that the education all over the world has completely failed to make compassionate and responsible human beings. In the recent past there has been tremendous advancement in all the areas of knowledge but " Affective- Domain" of Educational objectives has not received due attention. Education is merely reduced to Information.

Education is a multi dimensional process which aims at all round development of personality. No doubt the advancement in science and technology has made our life comfortable and prosperous but neglect of ethics and aesthetics component of education has resulted into numerous social problems. Globalization today has changed the pattern of social interactions among the people and communities all over the world. People from different cultures, nationalities, religions, political ideologies have come close to each other. We cannot escape this proximity. Issues like co-existence, communal harmony, world peace, global prosperity, survival of races ,power structure etc. have emerged as important issues. We have to learn to deal with sincerity, generosity.

Therefore it has become necessary to educate our young generation all over the world so that they realise the importance of community life, co operation, compassion and willingly participate for the progress, prosperity and peace for self and society. Today the Challenge before us is to train our students for global coexistence.

Professor Baden Offord of Southern Cross University Australia in his address stated that the key challenge for all of us is **co-existence** which is possible if we embrace conviviability (ACA 2013/ACCS 2013 Osaka, Japan)

Globalization has enlarged the area of our interaction with the world. We have come close to each other. We need each other's co operation and assistance for survival and progress. The education must help a student to actualize his potential for self and others. Therefore the aim of education must be to inculcate such qualities among students that they grow up as knowledgeable, compassionate, creative and benevolent human beings. Education must focus at the development of all the desirable Personality-Factors for an all round personality growth in view of globalization. There is a need to find out what personality factors are responsible for developing the qualities like compassion , sociability ,creativity, self actualization, tolerance etc which will help a student to strive for the development of self and society.

The present study is a humble attempt to see how variables like Self Actualization , Altruism and Creativity correlate with various personality factors. It may be classified under ***descriptive research completed with correlation approach***. A ***sample*** of 578 High-school students were drawn using random and cluster sampling procedure.

STATEMENT OF PROBLEM: A study of Self Actualisation in relation to Altruism , Creativity and Personality Factors among high school students of Faizabad city, Uttar Pradesh, India.

DEFINITION OF KEY WORDS:

Self-Actualisation :- It means actualising one's potential, becoming everything one is capable of becoming.

Creativity :- Creativity is the ability to produce original ideas , to perceive new and unexpected relationship or to establish a unique and improved order among seemingly unrelated factors. In the present study four abilities ; Fluency, Flexibility , Originality and Elaboration are considered as components of Creativity.

Altruism :- The term Altruism refers to the behaviour that has its aim to produce, maintain, or improve physical or psychological welfare and integrity of another person. Altruistic behaviour must be carried out voluntarily, must aim to benefit others and must be carried out without anticipation of rewards.

Personality Factors :- In the present study the personality factors based on " Cattle's HSPQ 14 PF TEST" have been used which are given below in Table 1.1

Table 1.1

LOW STEN SCORES (1 - 3)	PF	HIGH STEN SCORES (8 - 10)
RESERVE, ALOOF, STIFF, CRITICAL, DETACHED	A	WARM HEARTED, PARTICIPATING
LESS INTELLIGENT, CONCRETE THINKING, LOWER SCHOLASTIC CAPACITY	B	MORE INTELLIGENT, ABSTRACT THINKING
AFFECTED BY FEELING, EMOTIONALLY LESS STABLE, EASILY UPSET, LOWER EGO STRNGTH	C	EMOTIONALLY STABLE, MATURE, CALM, HIGH EGO STRENGTH
UNDEMONSTRATIVE, DELEBRATE, INACTIVE,	D	EXCITABLE,IMPATIENT,DEMANDING, OVERACTIVE, UNRESTRAINED
OBEDIENT, MILD, EASILY LED, SUBMISSIVE, ACCOMODATING	E	ASSERTIVE,COMPETITIVE,DOMINANT AGGRESIVE, STUBBORN
SOBER, TACITURN, SERIOUS	F	ENTHUSIASTIC, HEEDLESS,HAPPY GO LUCKY
DISREGARDS RULE, EXPEDIENT, WEAKER SUPER EGO STRENGTH	G	CONSCIENTIOUS, PERSISTENT, STAID MORALISTIC, STRONG SUPER EGO STRENGTH
SHY, TIMID, SENSITIVE	H	ADVENTUROUS , SOCIALLY BOLD
TOUGH MINDED, REJECTS ILLUSION	I	TENDER MINDED, SENSITIVE, CLINGING, OVER PROTECTIVE
ZESTFUL, LIKES GROUP ACTION	J	CIRCUMSPECT, INDIVIDUALISM, INTERNALLY RESTRAINED
SELF ASSURED, PLACID, SECURE, UNTROUBLED,	O	APPREHENSIVE, SELF REPROACHING INSECURE, WORRYING,GUILT PRONE

COMPLACENT		
SOCIALLY GROUP DEPENDENT, JOINER, FOLLOWER	Q2	SELF SUFFICIENT, PREFERS OWN DECISION, RESOURCEFUL
UNCONTROLLED, LAX FOLLOWS URGES, CARELESS OF SOCIAL RULES, LOW INTEGRATION	Q3	CONTROLLED, SOCIALLY PRECISE, SELF DISCIPLINED, COMPULSIVE, HIGH SELF CONCEPT, CONTROL
RELAXED, TRANQUIL, TROPID, UNFRUSTRATED, COMPOSED	Q4	TENSE, DRIVEN, FRUSTRATED, FRETFUL

OBJECTIVES OF THE STUDY :-

1. To study inter- correlation among variables: Self Actualization, Altruism, Creativity and Personality Factors.
2. To study personality patterns of high self- actualize and low self -actualize
3. To study the personality pattern of high altruists and low altruists
4. To study the personality patterns of high creative and low creative

METHODS : TOOL : Four standardised tools were used to collect data.

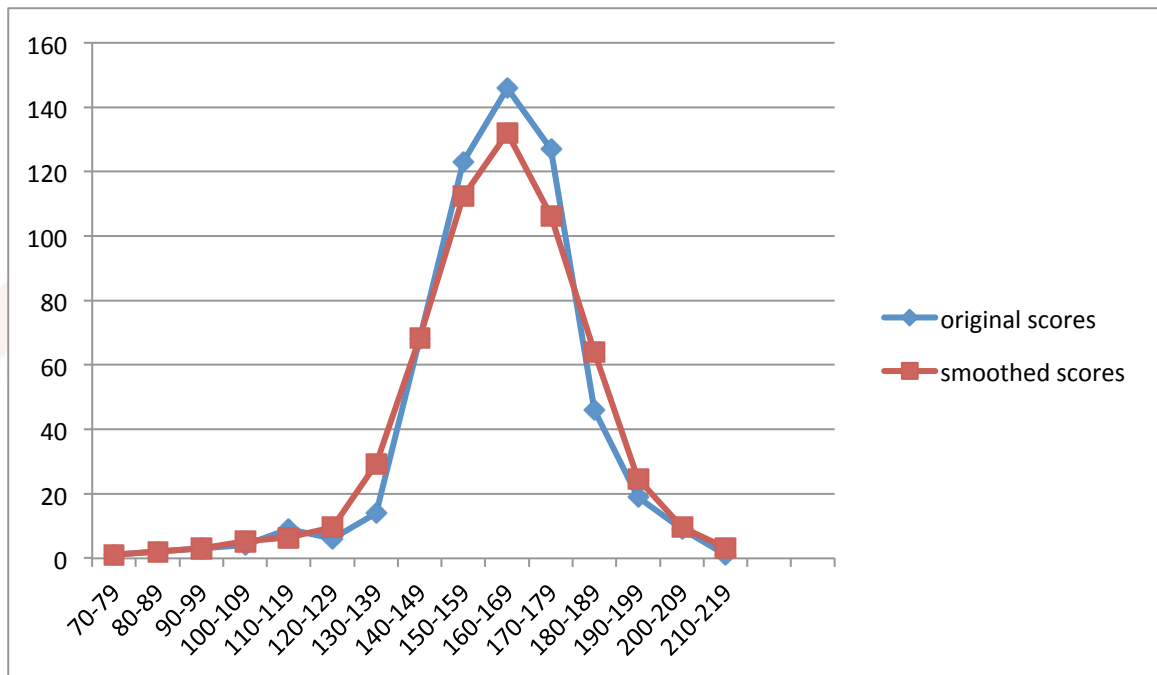
- (i) Self-Actualisation inventory [Sharma KN 1987
- (ii) The battery of diversion, production, ability [DPA BY K N Sharma, 1987]
- (iii) Altruism scale [ALPS by Rai and Singh 1988]
- (iv) Junior-Senior High School Personality Questionnaire [HSPQ by Cattles]

Statistical Analysis : The obtained scores were changed into standard scores with M-50 and SD-10 to bring the score to a common starting and terminal point. To verify the nature of score-distribution **frequency polygon** were plotted with original and smoothed scores and **Descriptive statistics** mean, median, skewness, kurtosis and standard deviations were computed.

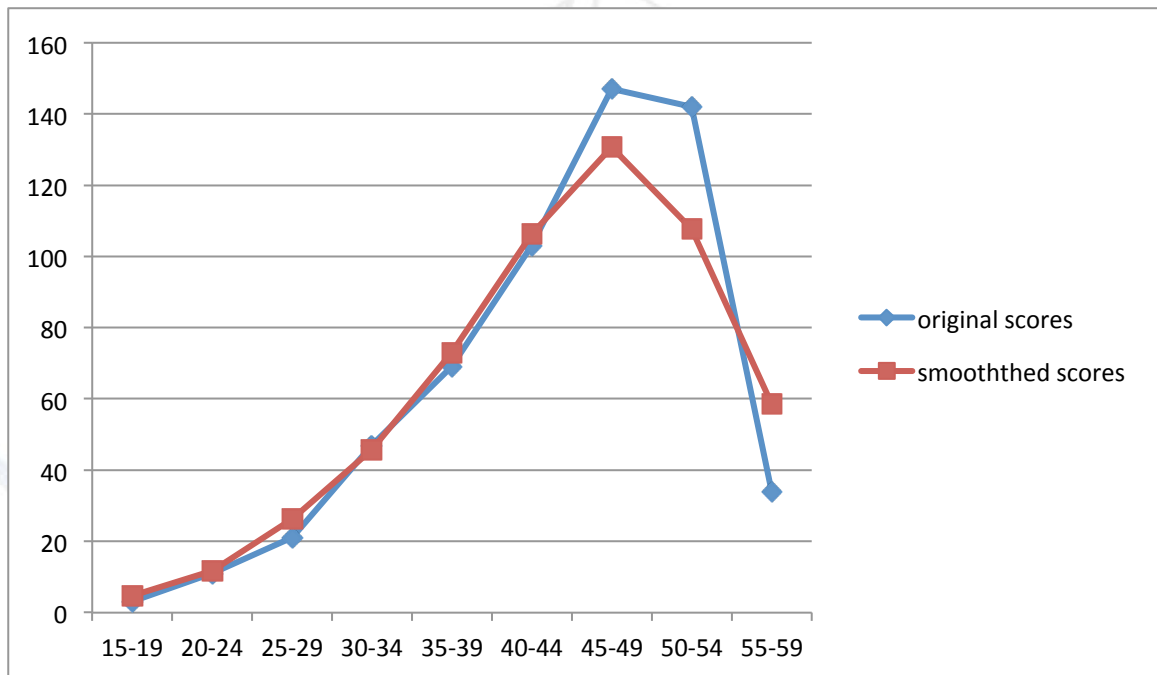
Table--1.2 Numerical Determinants of normality

Sr.No.	Variable	Code	Mean	Median	SD	Skewness	Kurtosis
1	Self-actualization	SA	162.43	163.54	18.29	-0.18	0.21
2	Altruism	AL	44.20	45.69	08.32	-0.54	0.22
3	Creativity	CR	200.14	197.74	31.17	-0.23	0.26

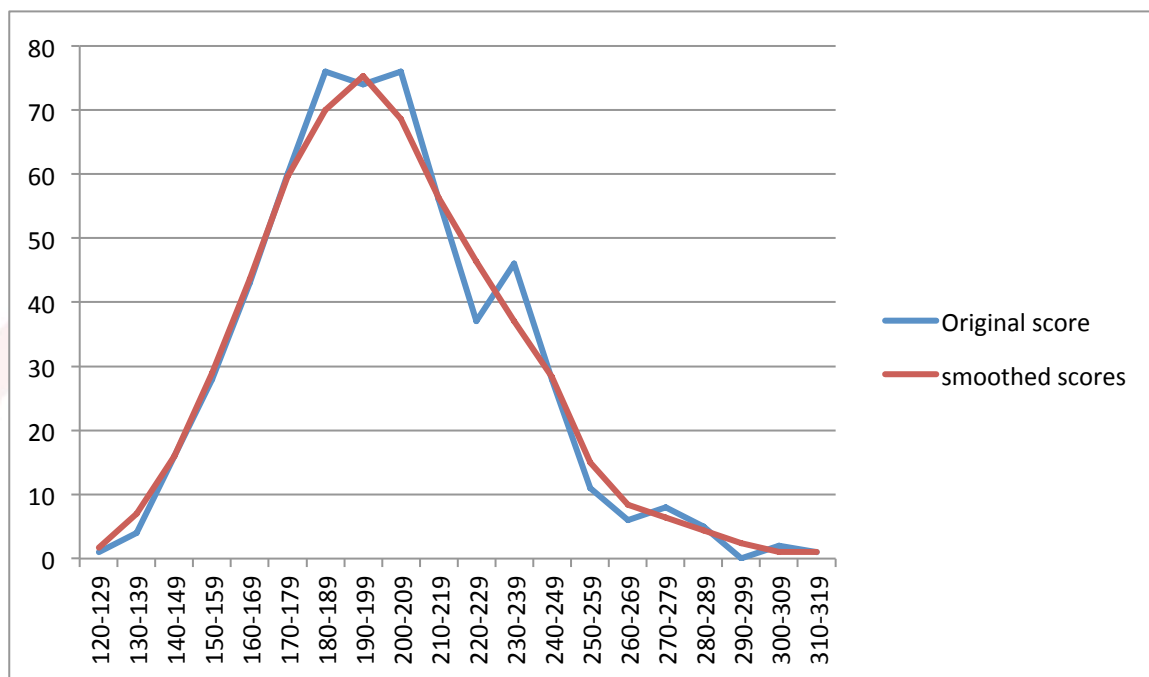
FREQUENCY POLYGON PLOTTED FOR SELF-ACTUALIZATION-SCORES



FREQUENCY POLYGON PLOTTED FOR ALTRUISM SCORES



FREQUENCY POLYGON PLOTTED FOR CREATIVITY SCORE



In sample these variables reveal slight deviation from normal. Due to self exposition the scores are obtained on a little higher side of the score continuum. The trend being general it does not affect the results. Therefore in population these variables can be safely accepted as normal.

To study the correlation between Self Actualization , Altruism, Creativity and 14 Personality Factors -Product Movement Coefficient of Correlation were computed . Results are displayed below in a correlation -Table 1.3

TABLE 1.3 VALUE OF CORRELATION BETWEEN SELF ACTUALIZATION, ALTRUISM, CREATIVITY AND 14 PERSONALITY FACTORS

- Note:-**
1. A value of "r"----.084-----significant at.05 level (df = 576)
 2. A value of "r"---.110-----significant at .01 level (df = 576)

SELF ACTUALIZATION			ALTRUISM			CREATIVITY		
VARIABLE	'r'	LOS	VARIABLE	'r'	LOS	VARIABLE	'r'	LOS
ALTRUISM (AL)	093	05	SELF ACTUALIZATION	093	05	SELF ACTUALIZATION	086	05
CREATIVITY (CR)	086	05	CREATIVITY	248	01	ALTRUISM	248	01
ELABORATION	108	05	FLUENCY	193	01	MORE INTELLIGENT	284	01

WARM-HEARTED (A)	114	01	FLEXIBILITY	231	01	EMOTIONALLY STABLE (C)	137	01
ENTHUSIASTIC (F)	094	05	ELABORATION	218	01	OBEDIENT (B)	092	05
TENDER MINDED (I)	110	01	ORIGINALITY	127	01	CONSCIENTIOUS (G)	234	01
CIRCUMSPECT (O)	102	05	MORE INTELLIGENT (B)	149	01	TENDER MINDED (I)	200	01
SELF SUFFICIENT (Q2)	132	01	EMOTIONALLY STABLE (C)	156	01	SELF ASSURED (O)	125	01
			UNDEMONSTRATIVE (D)	155	01			
			CONSCIENTIOUS (G)	297	01			
			ADVENTUROUS (H)	107	01			
			TENDER MINDED (I)	112	01			
			APPREHENSIVE (O)	169	01			
			RESOURCEFUL (Q2)	188	01			
			CONTROLLED (Q3)	197	01			
			RELAXED (Q4)	129	01			

The observation table suggests :

1. Self actualization shares correlation at-

.05 level of significance with variables ;Altruism, Creativity, Elaboration, Warm Hearted, Circumspect.

.01 level of significance with variables; Warm Hearted, Enthusiastic, Tender Minded, Circumspect and Self Sufficient.

2. Creativity bears a correlation with ;

Self Actualization .05 level of significance.

Altruism, More intelligent, Emotionally stable, Obedient, Conscientious, Tender minded, and Self assured. .01 level of significance

3. Altruism shares a correlation with -

Self Actualization .05 level of significance with variables

Creativity, Flexibility, Fluency, Elaboration, Originality, More intelligent, Emotionally stable, Undemonstrative, Conscientious, Adventurous, Tender minded, Apprehensive, Resourceful, Controlled, Relaxed. .01 level of significance with variables;

To study the personality differences between high and low---Self-Actualize, Altruist and Creative, two groups were drawn from the sample. The students

- (1) who scored above a score "Mean+1SD" were grouped as high score and
- (2) who scored below a score "Mean-1SD" were grouped as low score.

To study the significance of difference, **'t' test of significance** was employed.

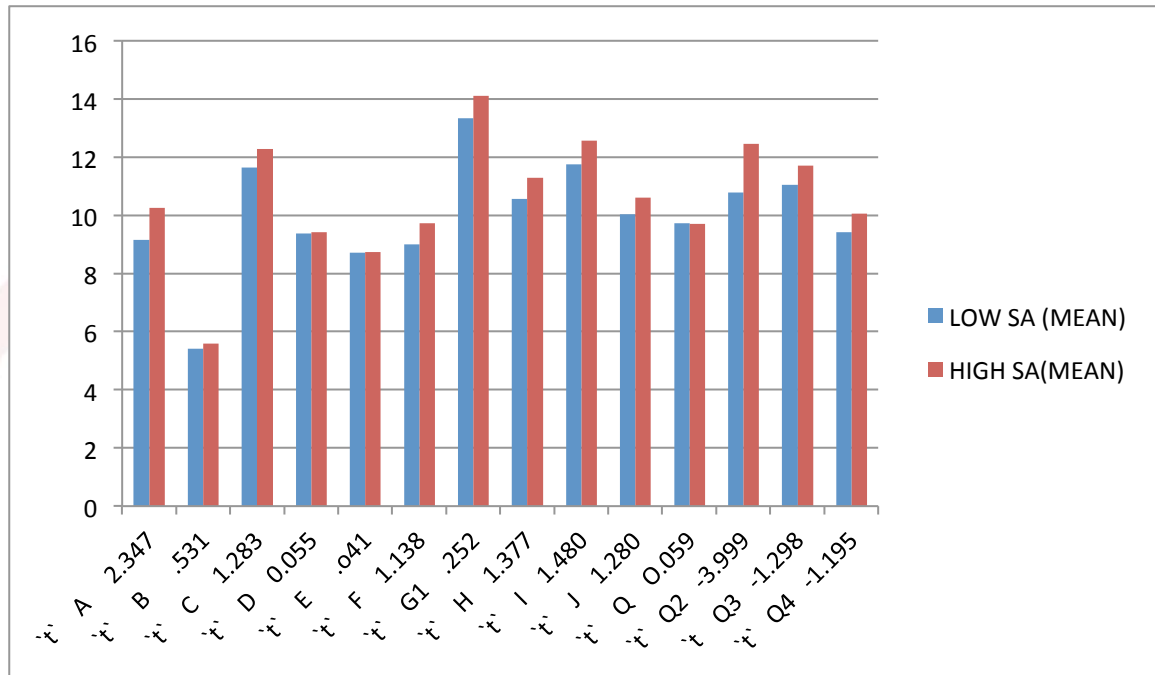
NOTE -" t " value of 1.98 is significant at .05 level of significance
 2.355 is significant at .02 level of significance,
 .05 is significant at .01 (df = 135

TABLE 1.4

MEAN, SD, SE, and 't' for 14 Personality Factors of LOW and HIGH SELF- ACTUALIZE

CODES14P F	MEANS		SD		SE	"t"
	LOW --SA	HIGH--SA	LOW- SA	HIGH-SA		
A	9.15	10.26	2.80	2.73	.473	2.347
B	5.41	5.58	1.96	1.78	.32	.531
C	11.65	12.29	2.78	3.06	.499	1.283
D	9.38	9.41	3.01	3.39	.548	.055
E	8.72	8.74	2.77	2.96	.490	.041
F	9.01	9.72	3.49	3.81	.624	1.138
G	13.35	14.10	3.89	3.07	.599	1.252
H	10.56	11.30	3.17	3.12	.538	1.377
I	11.75	12.57	3.58	2.86	.554	1.480
J	10.03	10.61	2.83	2.46	.453	1.280
O	9.74	9.71	3.12	2.75	.503	.059
Q2	10.78	12.46	2.57	2.34	.420	-3.999
Q3	11.04	11.70	3.13	2.81	.508	1.298
Q4	9.43	10.06	3.25	2.97	.528	1.195

BAR-GRAPH SHOWING MEANScores FOR PERSONALITY FACTORS OF HIGH AND LOW SELF- ACTUALIZE



PERSONALITY FACTORS	"t"
Level of significance	
(A) WARM HEARTED	.05
(Q2) SELF SUFFICIENT	.01

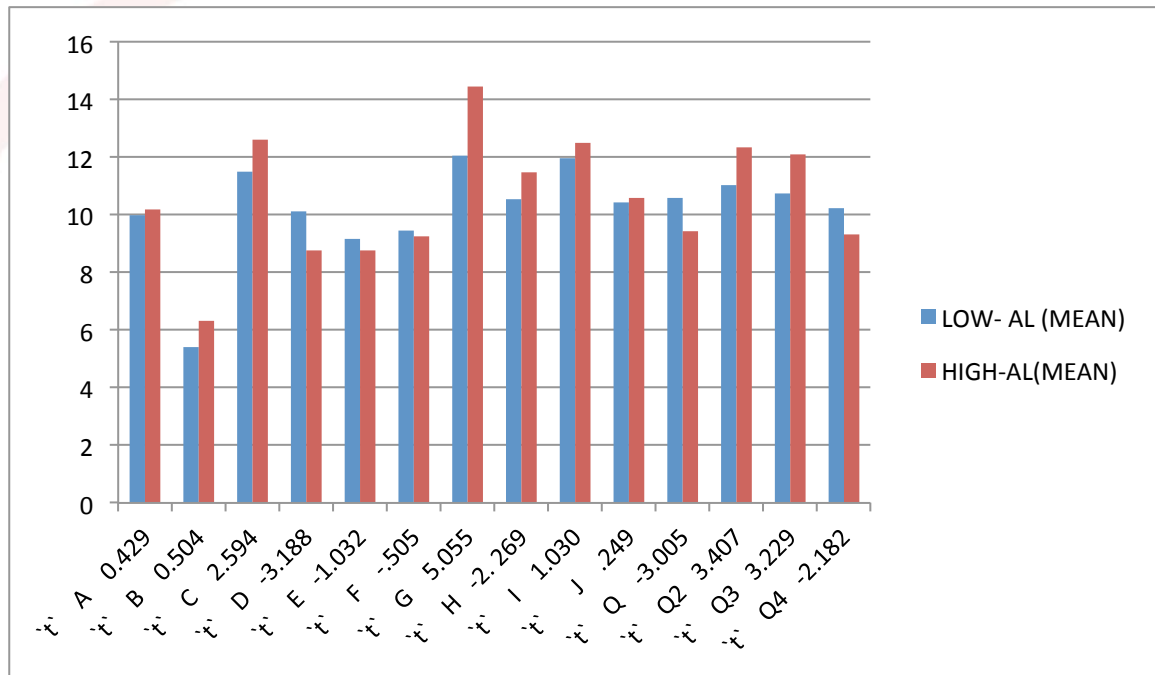
TABLE 1.5

MEAN, SD, SE, and `t` for 14 Personality Factors of LOW and HIGH ALTRUISTS

CODES14P F	MEANS		SD		SE	"t"
	LOW --AL	HIGH--AL	LOW-AL	HIGH-AL		
A	9.99	10.19	2.69	2.69	.465	.429
B	5.41	6.32	2.07	1.63	.259	3.504
C	11.50	12.61	3.33	2.76	.427	2.594
D	10.11	8.77	2.87	3.04	.420	-3.188
E	9.16	8.76	2.77	2.71	.387	-1.032
F	9.46	9.24	2.96	3.16	.435	-.505
G	12.05	14.44	3.70	3.06	.479	5.055
H	10.55	11.48	2.66	3.06	.409	-2.269
I	11.97	12.49	3.26	3.78	.509	1.030
J	10.43	10.52	2.84	2.29	.360	.249
O	10.59	9.43	3.09	2.41	.386	-3.005

Q2	11.03	12.30	3.05	2.26	.373	3.407
Q3	10.75	12.10	3.27	3.05	.445	3.229
Q4	10.23	9.32	2.99	2.91	.417	-2.182

**BAR-GRAPH SHOWING MEANScores FOR
 PERSONALITY FACTORS OF HIGH AND LOW ALTRUITS**



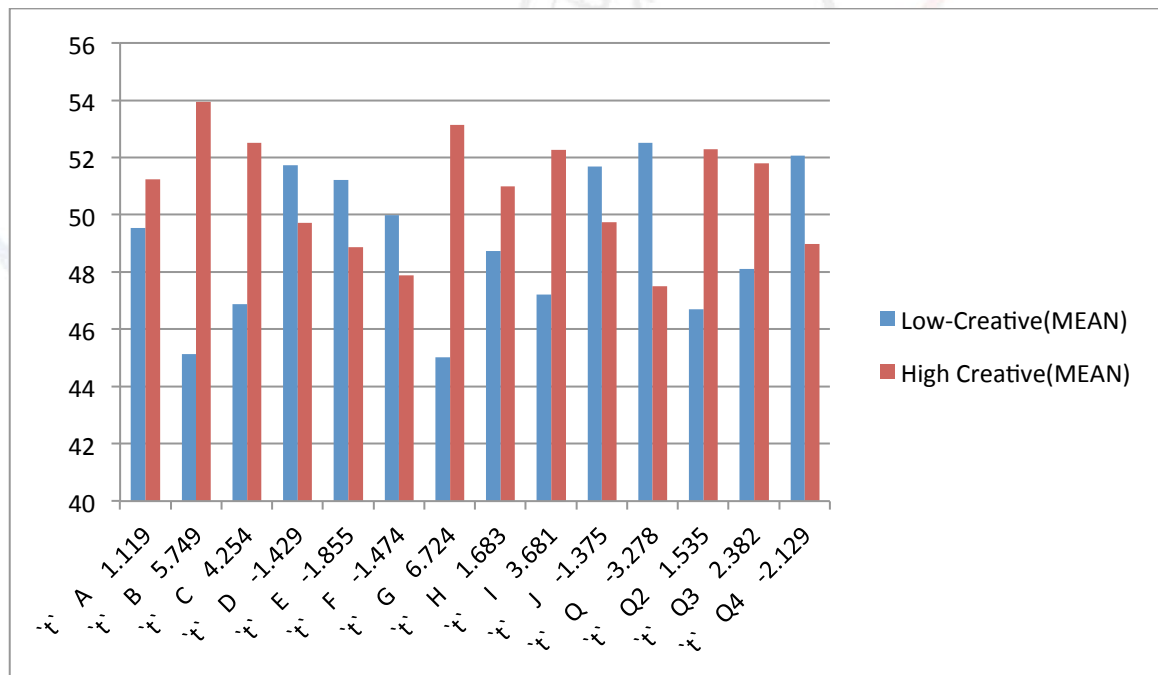
PERSONALITY FACTORS	Level of significance	"t"
(B) MORE INTELLIGENT		3.504 .01
(D) UNDEMONSTRATIVE		-3.188 .01
(Q2) SELF SUFFICIENT		3.407 .01
(Q3) CONTROLLED		3.2299 .01
(C) EMOTIONALLY STABLE		2.594 .05
(G) CONSCIENTIOUS		5.054 .05
(H) SHY		-2.269 .05
(O) SELF ASSURED		-3.005 .05
(Q4) RELAXED		-2.181 .05

TABLE 1.6

MEAN, SD, SE, and 't' for 14 Personality Factors of LOW and HIGH CREATIVES

CODES14P F	MEANS		SD		SE	"t"
	LOW --AL	HIGH--AL	LOW-AL	HIGH-AL		
A	49.55	51.25	9.96	10.97	1.518	1.119
B	45.14	53.95	11.37	9.51	1.532	5.749
C	46.89	52.51	8.96	9.23	1.321	4.254
D	51.73	49.73	8.75	10.53	1.399	-1.429
E	51.22	48.86	8.81	9.68	1.272	-1.474
F	49.99	47.89	9.56	10.06	1.424	-1.474
G	45.02	53.15	10.41	9.64	1.462	6.724
H	48.74	50.99	9.03	9.38	1.336	1.683
I	47.22	52.28	9.73	9.81	1.375	3.681
J	51.69	49.75	11.50	8.63	1.491	-1.375
O	52.51	47.50	11.60	9.07	1.525	-3.278
Q2	46.71	52.29	10.51	9.90	1.530	1.535
Q3	48.12	51.80	10.71	10.53	1.544	2.382
Q4	52.06	48.98	9.90	10.01	1.446	-2.129

BAR-GRAPH SHOWING MEANScores FOR PERSONALITY FACTORS OF HIGH AND LOW CREATIVES



PERSONALITY FACTORS of significance	"t"	Level
(B) MORE INTELLIGENT	5.749	.01
(C) EMOTIONALLY STABLE	4.254	.01
(G) CONSCIENTIOUS	6.724	.01
(I) TENDER MINDED	3.68	.01
(O) SELF ASSURED	-3.278	.01
(E) OBEDIENT	-1.855	.05
(H) ADVENTUROUS	1.683	.05
(Q3) CONTROLLED	2.382	.05
(Q4) RELAXED	-2.129	.05

RESULTS , DISCUSSION AND INTERPRETATION :

Self Actualization shares correlation with Altruism and Creativity and Circumspect at .05 level of significance. It has a correlation with variables; tender minded ,warm hearted, Self sufficient at .01 level of significance.

Creativity shares correlation with variables ; Altruism, More intelligent, Emotionally stable, Obedient/ Accommodating, Conscientious, at.01 level of significance.

Altruism has a correlation with variables; More intelligent, Emotionally stable Undemonstrative, conscientious, Adventurous/Socially bold, Apprehensive, Resourceful/ Self sufficient, Controlled and Relaxed at .01 level of significance.

Low and High SELF ACTUALIZE have significantly different personality patterns.

PERSONALITY FACTORS of significance	"t"	Level
(A) WARM HEARTED	2.347	.05
(Q2) SELF SUFFICIENT	3.999	.01

Low and High ALTRUISTS have significantly differently Personality patterns.

PERSONALITY FACTORS of significance	"t"	Level
(B) MORE INTELLIGENT	3.504	.01
(D) UNDEMONSTRATIVE	-3.188	.01
(Q2) SELF SUFFICIENT	3.407	.01
(Q3) CONTROLLED	3.2299	.01
(C) EMOTIONALLY STABLE	2.594	.05
(G) CONSCIENTIOUS	5.054	.05
(H) SHY	-2.269	.05
(O) SELF ASSURED	-3.005	.05

(Q4) RELAXED -2.181 .05

Low and High CREATIVES have significantly differently Personality patterns.

PERSONALITY FACTORS	"t"	Level of significance
(B) MORE INTELLIGENT	5.749	.01
(C) EMOTIONALLY STABLE	4.254	.01
(G) CONSCIENTIOUS	6.724	.01
(I) TENDER MINDED	3.68	.01
(O) SELF ASSURED	-3.278	.01
(E) OBEDIENT	-1.855	.05
(H) ADVENTUROUS	1.683	.05
(Q3) CONTROLLED	2.382	.05
(Q4) RELAXED	-2.129	.05

The discussion that flows from the results of the study emphasizes that:-

SELF- ACTUALIZATION seems to have a correlation with ALTRUISM and CREATIVITY at a level .05, but correlation between ALTRUISM and CREATIVITY at .01 level of significance is much more. This suggests that an Altruist seem to be more creative than a Self-Actualize.

Correlation of 14 Personality Factors with Self Actualization , Altruism and Creativity suggest ;

Self Actualize seem to be altruist, creative, circumspect, self sufficient, warm hearted and tender minded.

Creative seem to be altruist, self actualize, more intelligent, emotionally stable, obedient(accommodating) and conscientious.

Altruist seems to be self actualize, creative, more intelligent, emotionally stable, conscientious, undemonstrative, adventurous (socially bold), apprehensive (guilt prone), resourceful, self sufficient, controlled (high self concept), relaxed (composed).

High Self Actualize are warm hearted(A) and Self- sufficient (Q2) as compared to Low Self Actualize who are reserve, detached, critical, aloof, stiff and socially group dependent.

High- Altruists have significantly different personality patterns. High - Altruists are more Intelligent (B), Emotionally stable (C), Undemonstrative (D), Conscientious (G), Shy (H), Self assured (O), Self sufficient (Q2), Controlled (Q3), and Relaxed (Q4) as compared to **Low altruists who seem to be** less intelligent, disregard rules, excitable, uncontrolled, socially group- dependent, apprehensive and tense.

Personality -Patterns of High- Creative greatly differ from Low -Creative. They tend to be much more intelligent, emotionally stable, obedient, conscientious, adventurous,

tender minded , self assured, controlled, and relaxed where as Low Creative are less intelligent, emotionally less stable , assertive, shy, timid, tough minded, apprehensive, uncontrolled, lax, careless of social rules, tense and frustrated.

CONCLUSIONS

On the basis of present study following conclusions are drawn

- (a) Self Actualisation and Altruism have significant positive correlation
- (b) Self Actualisation and Creativity have positive correlation with each other
- (c) Creativity and its dimensions, fluency, flexibility, originality and elaboration share a significant positive correlation with Altruism
- (d) Self Actualisation shares a significant positive correlation with personality factors viz warm hearted, tender minded, self sufficient, enthusiastic and circumspect.
- (e) Altruism shares a significant positive correlation with personality factors - intelligent, emotionally stable and undemonstrative, conscientious, adventurous, tender minded, controlled and relaxed.
- (f) Creativity shares positive correlation with personality factors viz. intelligent, emotionally stable, conscientious, tender minded, self assured, self sufficient, controlled and obedient.
- (g) A significant difference was found between the personality pattern of high self- actualize and low self- actualize, high altruists and low altruists, high creative and low creative.

IMPLICATIONS OF STUDY :

The present study has revealed some important facts such as:

Self Actualize, Altruist and Creative individuals seem to have correlation with desirable Personality -Factors such as; intelligence, warm hearted, self sufficient, self assured, participating, disciplined, conscientious, controlled , relaxed and composed and Personality -Pattern of Low Self-Actualize, Low- Creative, and Low-Altruists show presence of very undesirable Personality-Factors such as : less intelligent, detached, reserve, aloof, stiff, group dependent, tense, disregard rules, excitable, tough mined, uncontrolled and frustrated. In view of these finds there is a need that :

Low- self- actualize should be referred to guidance and counselling to find out the cause of his reserved and socially dependent behaviour so that suitable remedies may be extended to these students in time.

Personality tests must be administered to students along with the routine health check up in schools to trace psychological stress, delinquent behaviour or deviation from normal personality development so that parents and teachers can help them in time to prevent any unrepairable damage to their personality development.

The present study suggests that creative individuals tends to be self actualizing and altruist. They are intelligent, emotionally stable, conscientious, self sufficient ,controlled and obedient .It implies that development of creative talent among students brings about a desirable change in their personality development. It is recommended that teachers and parents must identify individual creative talent in their pupils/children and provide them all the opportunities to excel. Although schools are providing training to develop creativity but the choice is very limited, hence same type of education is given to develop creative talents. The dimensions of a creative

talent must be tested for all students and suitable opportunities must be provided as per individual interest.

In view of the difference in personality factors of Low and High Altruists, moral and value education must be made compulsory. For a person to be altruistic his personality development has to be more elaborate and most of his personality factors indicate a social character, concern for others, control and self sufficient. Low altruists seem to be less intelligent, disregard rules, excitable, uncontrolled apprehensive and tense. They are prone to become antisocial, angry and frustrated. Therefore moral and value education must be compulsory in schools to develop desirable attitudes and an understanding of social interaction and co-existence.

A minimum common Syllabus of value education based on universal values must be carefully framed and executed all over world keeping in mind the principles of compassion, justice, equality, human dignity, co operation, international understanding.

Every academic degree must be viewed with regard to its aim to achieve an all round personality development and not only the academic development of a student. Such degrees conferred by all those institutions who do not rigorously follow the norm of all- round personality development of a student, must not get international recognition.

Value -Education must be a compulsory paper for Teacher-Training Program.

More research work is needed to explore areas ; aims of education in times of globalization, value formation, social harmony, co existence, trust etc. to understand human behaviour in terms of globalization.

There should be a world regulatory body to monitor and control all those damaging issues in our environment where our pupils are to grow and learn. They have a right to be protected from social evils till they are grown up and mature enough to decide on their own as to what is wrong and what is right.

Aim of education is first to make good, compassionate, responsible human beings and then make them good professionals e.g. doctors engineers, teachers, politicians. Today's education is emphasizing on only knowledge objective, neglecting the development of affective domain of personality. Therefore there is a need to restructure The Aims of Education in the present times of globalization.

BIBLIOGRAPHY

Adler (1934), quoted by Ruch, "Psychology of life" 7th Edition; D.B. Taraporevala, Sons and Company Pvt Ltd, 1970 (p--124)

Bhattacharya, S.B., (1978)," Interaction of Personality and Creativity third Survey of Educational Research, New Delhi-1987. (p.--334)

Bandhopadhyay. R.(1981) "Growth and Development of Moral Judgment in Children". Forth Survey of Research in Education, NCERT, New Delh, 1991. (pp--336-337).

Cattle's R.B. "A Manual for 16 PF Measurement of Personality",1973.

Deshmukh m. n.; (1979),"An Analytic Study of Scholastic Conditions and Practices as contributory factor to creative ability"; Third survey of Educational Research, New Delhi--1986,(p--342)

Khurana.A. (1986)"A Study of self actualization among teachers"; National Psychological Corporation; Agra

Goldstein, (1939), (1940), quoted by Brown and herrnstein Psychology, Matheun &Co. Ltd.London-1975 (pp.--178-179)

Goldstein.K.; The Orgenism; American Book Company; New York; 1939.

Gould, (1939) quoted by stagner,Ross "Psychlogy of Personality" 3rd edition, McGrow-HillBook Company, New York-1961, (p.208)

Joshi, Nav Nalini,(1988)"A Study of Creativity in Relation to Mental Health Anxiety, and Prolonged Deprivation among High School Students";A Dissertationsubmitted to G.N.D.U. in partial fulfilment for the degree of M.Ed.; G.N.D.U. Amritsar.

Maslow, (1950). Self Actualising people ,A Study of Psychological Healt, from Personality Symposia,

Maslow ,(1956), Quoted by floyed ,L. ruch. Psychology and Life .

Mehdi, .B. (1977) " Socio-Psychological Factor in Creativity among School Children ",Third Servey of Educational Research, NCERT, New Delhi-1987

,Rai, S.N. (1988)Singh Sanwat (1988), Manual for Altruism scale (ALTS), National Corporation, Agra-1988.

Rogers , (1951)," Client Centre Therapy, Its Current Practices and Implications, and Theory;"Quoted by Floyed,L.Ruch,-- Psychology of life--; Taraporevala Sons and Co. Pvt Ltd.1970 (p-125).

Saxena,Saroj and Kumar,Rakesh,(1985);" A Study fo Creativity in Relation ti Anxiety"; Psychological Association-volume74-,no.-8, August 1987,Arlington The American Psychological Association Inc. (2028).

Schimitz, H.V.(1972) "Performance of self-actualized College Students in Operant Based Method of Instruction and on indices of study habits, Extracurricular Involvement and teaching and vocational Interest"; Dissertation Abstract International 1972,33, 1, (pp--198)

Sharma K.N.,(1988) "Manual for Self Actualization Inventory (SEAI)", Ankur Psychological Agency , Lucknow-India

Sharma K.N. (1987 ," Manual for the Battery of Divergent Production Ability (DPA), Measures of Creativity ", Ankur Psychological Agency , Lucknow.



