Abstract
Self-actualization is an individual's expression of their full potential and a desire for self-fulfilment. It is in the pinnacle of Maslow's hierarchical motivation theory (Maslow, 1943) which does not specify an age range for each level, believing that individuals progress through the hierarchy at different rates. Self-actualization is a lifelong process and holistic development among adolescents, prepares adolescents to be the future master of the society and to contribute to global development. Students acquire information by seeing, hearing, reflecting and reasoning logically and intuitively, analyzing, visualizing and more in learning situations. Students who understand their own style are likely to be better learners, achieve higher grades, have more positive attitudes about their studies, feel greater self-confidence and exhibit more skill in applying their knowledge. The present study consisted of thousand students drawn randomly from higher secondary schools in Chennai, Thiruvallur and Kancheepurm districts. The tools used to collect data for the study were (i) Decision Making Questionnaire, (ii) Self-actualization Questionnaire and (iii) Personal Data Sheet. Regression analysis and t-test were used for the study. The major finding was that there is a positive relationship between Decision Making and self-actualization.

1. Introduction
Self-actualization is the term given to the modern psychological concept first coined by Kurt Goldstin (1934) and then developed by Maslow (1943, 1954, and 1968). Self-actualization can be described as persona realizing their potential "fulfilling themselves" and "doing the best they are capable of doing" Maslow (1959). According to Maslow this stage in the hierarchy can only be achieved when other needs in the hierarchy are satisfied. Maslow's hierarchy begins, at the bottom...
with psychological needs and progresses to safety needs, self-esteem needs and finally the need for self-actualization. Self-actualization is a natural and dynamic life-long process of growth and potential in a full, clear, selfless experience, with full concentration and absorption (Maslow, 1954). Given this, it is no surprise that self-actualization has been found to relate positively to measures of psychological adjustment and negatively to measures of psychopathology (Bauer, McAdams, & Pals, 2006; Ivtzan & Conneely, 2009; Ivtzan, Chan, Gardner, & Prashkar, 2011; Knapp & Comrey, 1973; Shostrom & Knapp, 1966; Wilkins, Hjelle & Thompson, 1977).

Learning can be defined by Burns (1995, p. 99) as “a relatively permanent change in behavior, including both observable activity and internal processes such as thinking, attitudes and emotions”. Students learn by means of various processes such as reading, thinking, listening, observing, talking and writing and both formal as well as informal ways. Researchers have put more effort in the area of psychology in order to realize various perspectives and process of learning. Behavioral psychologists like Pavlov, Thorndike, Watson and Skinner who made study on animal behavior supposed that the conditioning has believed to be a main reason for learning.

2. Review Of The Related Literature

Student’s learning style plays a vital role in his academic success. Agrawal and Chawla (2005) revealed that the Co-operative Learning Strategy Based Material was significantly effective in improving the level of academic achievement. Nasir, (2006) examined the learning styles of multi-ethnic students in four universities of Malaysia. The students were compared on gender, program of studies and academic achievement levels, using a modified Honey and Mumford Learning Style Questionnaire. The results showed that both male and female students’ most preferred learning style was reflector style, while the activist style was the least preferred.

Similar pattern of learning styles was exhibited by the Arts and Science students. It was also concluded that there was no significant difference between male and female, science and arts students so far as their learning styles were concerned. There was no significant relationship between learning style and academic achievements. Erton (2010) explored the relations between personality traits, language learning styles and success in foreign language achievement. Maudsley’s Personality and BLSI instruments were used in the study. The findings revealed that there was no significant relationship between the personality traits (introversion, extroversion) of the learners in their foreign language achievement. It was also concluded that students with visual leaning style were the most successful as compared to the students with other learning styles. Abidin, et al. (2011) studied learning styles and overall academic achievement in a specific educational system. It was concluded that the high, moderate and low achievers have a similar preference pattern of learning. Moreover, the learning styles framework does not change with subjects. Liang (2012) studied the effects of learning styles and perceptions on application of interactive learning guides for web based courses. The results revealed no significant statistical differences in learning styles and learning performance between the two groups. However significant main effects for both gender and learning style, and gender and the perception of utility were reported.

3. Research Questions

The study attempts to seek answers to the following specific research question:

- Do Learning Styles of XI standards students have any impact on their Self-Actualization?
4. Objectives of the Study

- To find out whether there is significant difference in Learning Styles of higher secondary students with respect to Gender.
- To find out whether there is significant difference in the Self-actualization of higher secondary students with respect to Gender.
- To find out whether there is any relationship between Learning Styles and Self-actualization of higher secondary students.

5. Hypothesis

- There is no significant difference between boys and girls with regard to Learning styles.
- There is no significant difference between boys and girls with regard to Self-actualization.
- There is a significant linear relationship between Learning styles and self-actualization of higher secondary students.

6. Methodology

6.1 Sample
Sample consisting of thousand pupils distributed over the age group 15 to 17 years from XI standard was chosen using stratified sampling method. The sample consisted of thousand pupils drawn from ten different schools in Chennai, Thiruvallur and Kancheepuram districts.

6.2 Tools used

- **Learning Styles Scale**
  In order to assess the students’ learning styles self-made Learning Styles Scale was constructed by the investigators. The scale consisted of 38 items with three alternatives namely: Almost Always, Generally and Never. The score of the scale is 114. The reliability of the scale was found to be 0.759.

- **Self-actualization Scale**
  Sharma’s self-actualization scale (2009) has been used to measure the score on self-actualisation. It consists of 75 statements with three alternatives never, sometimes, always. The reliability was found to be 0.82.

7. Analysis of the Data

The data were analyzed using the descriptive and differential analysis. The results of the study are presented in the following table.

**Differential Analysis**

H1: There is no significance difference in Learning Styles of higher secondary students due to Gender.

In order to find out whether there is significant difference between boys and girls in the learning styles t-test was used. (Table - 1)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>df</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Boys</td>
<td>477</td>
<td>84.59</td>
<td>5.93</td>
<td>998</td>
<td>0.750</td>
<td>0.453 P&gt;0.05</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>523</td>
<td>84.31</td>
<td>5.69</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It is evident from table -1, that the mean scores of boys are 84.59 with standard deviation 5.93 while the mean score of girls is 84.31 with standard deviation 5.69. Here the P value is 0.453 which is greater than the P value at 95% confidence level (0.05) with degrees of freedom of 998. Hence we conclude that the null hypothesis is accepted. Therefore there is no significance difference in learning styles owing to gender among eleventh standard students.

**H2: There is no significance difference in Self-actualization of higher secondary students due to Gender.**

In order to find out whether there is significant difference between boys and girls in the self-actualization t-test was used. (Table - 2)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>df</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Boys</td>
<td>477</td>
<td>188.31</td>
<td>8.40</td>
<td>998</td>
<td>0.060</td>
<td>0.952</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>523</td>
<td>188.34</td>
<td>8.23</td>
<td></td>
<td></td>
<td>P&gt;0.05</td>
</tr>
</tbody>
</table>

It is evident from the above table-2, that the mean scores of boys are 188.31 with standard deviation 8.40 while the mean score of girls is 188.34 with standard deviation 8.23. Here the P value is 0.952 which is greater than the P value at 95% confidence level (0.05) with degrees of freedom of 998. Hence we conclude that the null hypothesis is accepted. Therefore there is no significance difference in self-actualization owing to gender among eleventh standard students.

**H 3: A significant linear relationship of learning styles exists with Self- actualization.**

In order to assess the linear relationship of Learning Styles on Self-actualization, regression analysis was carried out using self-actualization as the dependent variable and learning styles as independent variable. The result of the regression analysis is presented in Table 3.1.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.762*</td>
<td>0.581</td>
<td>0.581</td>
<td>5.38399</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Learning Styles

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>40110.033</td>
<td>1</td>
<td>40110.033</td>
<td>1383.707</td>
<td>.000*</td>
</tr>
<tr>
<td>Residual</td>
<td>28929.406</td>
<td>998</td>
<td>28.987</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>69039.439</td>
<td>999</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Learning Styles  
b. Dependent Variable: Self actualization
Table-3.3: Table Showing the Significance of Co-efficient in the Regression Equation

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>96.268</td>
<td>38.806</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>LSTOT</td>
<td>1.090</td>
<td>.762</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Self actualization

The Regression ‘R’ value is 0.762 and the F test (F=1383.707) is significant at 0.0005 level. The variables Learning Styles explain 58% ($R^2$=0.581) of the variance. The table of co-efficient also indicates that the co-efficient of the independent variable is significant at 0.0005 levels that the co-efficient of the independent variable is significant at 0.0005 levels thus pointing out a positive relationship with Self-actualization.

The following regression equation has been formed to predict tested Self-actualization in terms of Learning Styles.

$$y = 96.268 + 1.090 \times_1$$

Where $y$ = Self-actualization

$x_1$ = Learning Styles

Figure 1: Regression Of self-actualization on Learning Styles

8. Major Findings

- There is no significant difference between the higher secondary boys and girls in their Learning Styles.
- There is no significant difference between the higher secondary boys and girls in their self-actualization.
- There is a positive relationship between Learning Styles and Self-actualization.
- Learning Styles contribute 58% of variance in predicting self-actualization.
9. Discussion

The present study revealed that there is no significant difference between boys and girls in learning styles which agrees with result of Pio Albina (2013) who found that there is no significant difference between learning styles and academic achievement. But contradictory results were seen by Muhammad Shahid Farooq and Jean-claude Regnier (2001) who found that there is significant difference between gender and learning styles. Female students have more association with accommodating learning styles and male students with the diverging and assimilating style. Praveen Sharma and Neetu (2011) found that there is significant difference in the learning styles of male and female secondary school students. The present study showed that there is no significant difference between the higher secondary boys and girls in their self-actualization. This is supported by Dr.P.Ganesan (2012), Roothman and colleagues (2003) who reported no difference between gender and self-actualization. On the contrary Trupti Ambalal Chandaliya (2015), Bhagyashri K. Aashra and Dr. Yogesh A Jogsan (2013) found that there was significant difference between gender of college students and self-actualization.

10. Conclusion

The findings of the present study showed that the learning styles of higher secondary students are positively related with self-actualization. One of the major factors on which effective learning depends is on the learning styles of the learner. Students need to be aware of their learning styles to avoid mismatches in style between their teachers and themselves. They need to identify their learning styles to build confidence and effectively manage their learning. Becoming aware of the learning styles will enhance learning. Identification of learning styles allows students to become aware of their individual strength and weaknesses. By becoming aware of learning styles students will become more responsible and learning will be more effective. The main aim of education should be to help students build their skills in their preferred modes of learning. This truly will make an adolescent, a human being fully alive and fully human which in turn makes them self-actualized individuals.

References

Çetin, M. Ç. (2009). Comparative evaluation of decision making styles, Social Skill Levels and Stress Coping Styles in terms of some variables among the students of School of Physical Education and Sports.


Biographies

P.Senthamizh Pavai, M.Sc.(Chemistry), M.Ed., Ph.D. Research Scholar, Stella Matutina College of Education, Ashok Nagar, Chennai- 600 083. She has published two papers in the peer reviewed international journals. She has presented more than 10 papers in the international conferences and 15 papers in the national conferences. Her area of interest in research includes psychology, intellectual and emotional level of school children; motivation and early actualization; and appropriate differentiation to meet the needs of school students. She is a member of All India Association For Educational Research.

Dr. Alma Juliet Pamela M.Sc, M.phil(Mathematics), M.Ed, Ph.D(Mathematics-Education) , Associate professor of Education at Stella Matutina College of Education, Ashok Nagar, Chennai- 600 083. Her area of interest includes Philosophy, Psychology, Education, Mathematics – Education, Research Methodology and Educational Statistics and has been teaching for the past 20 years. She has guided around 45 M.Ed., and 12 M.Phil candidates and presently guiding 6 Ph.D Candidates. She is an Associate Editor of the College Journal “The Indian Educational Researcher” and Secretary of the Board of Studies and Academic Council of the college.
P. Senthamizh Pavai, Dr. Alma Juliet Pamela: Learning Styles In Relation To Self-Actualization Among Higher Secondary Students