

Self-actualisation of College Music Students in Relation to their Intelligence Level and Socio-Economic Status

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Abstract

For a music student, it is an important factor to be self-actualised i.e. to realise his potential to the maximum and to be capable of doing everything with excellence. Music students in India are not having equal socio-economic status and level of intelligence and most probably, they lack a higher level of self-actualisation. The present study aimed at investigating the relationship between self-actualisation, intelligence and socio-economic status. The study was conducted on music students studying in degree colleges of Himachal Pradesh and Uttarakhand states of India. 358 students were selected, using random sampling technique, out of which 159 were male and 199 were female students. Intelligence and socio-economic status were taken as independent variables whereas self-actualisation was considered a dependent variable. Two-way Analysis of Variance Design was used for the analysis of data. The socio-economic status and intelligence were classified in their own subgroups in order to investigate degree of significance and interactional effect of variables on self-actualisation. Results showed that intelligence affects the level of self-actualisation of music students. Higher the level of intelligence higher is the level of self-actualisation. The level of self-actualisation of music students is not influenced by their socio-economic status. Interaction of intelligence and socio-economic status has no significant influence on the level of self-actualisation of music students. Music students of high intelligence and high socio-economic status show higher level of self-actualisation than music students of low intelligence and low socio-economic status. Music students having high intelligence and high socio-economic status show higher level of self-actualisation than the music students having low intelligence and high socio-economic status. Music students belonging to high intelligence and high socio-economic status group appear to be having higher level of self-actualisation than the group having high intelligence and low socio-economic status.

Key words: Actualisation, Self-actualisation, Socio-economic status, Intelligence.

Introduction

Main goal of education is the development of all innate faculties in an individual leading to an all round harmonious development of his personality. What powers are within an individual shall attain complete development of what he may become; what he will become ultimately is determined by education. The highest aim of education, according to Tagore, is the complete development of human faculties for the attainment of fullness of life, which is possible through optimal exploitation of human creative potentials and capabilities. Pestolozzi, too believes, that education is natural, harmonious and progressive development of man's innate powers. The child is born with innate impulses and powers. These impulses and innate propensities of mind have to be directed to exploit, utilize or in other words, to optimize his creative talents and potentials. Now the question may arise: how can potentials of an individual be optimized? And who will exploit the child's innate capabilities and potentials. There are two leading factors responsible for maximum growth of human potential capabilities and talents - Environment; and personality traits of an individual. Environmental factor means the inter-personal relationship of individual with society, his socio-economic status and other environmental conditions. Personality traits include his level of intelligence, personality patterns, attitudes, values and his concept about himself of self-concept.

Foregoing discussion leads to the conclusion that it is education that helps an individual to become what he is capable of becoming. Education unfolds what is within an individual. It makes explicit what is already implicit. The real purpose of education is to achieve self-appointed goals through the optional exploitation of capabilities and talents within an individual. Teacher, as a

component of educative process, plays an important role for making student understand himself his potentials, capabilities and to identify the process of optimizing those creative potentials. But for lighting another lamp, he should have its own flame burning, which means that he, himself, should be professionally able individual with optimum motivation for self-actualisation.

For becoming a competent musician, he must develop his own inner potentialities or capabilities. He should have high degree of motivation. Until or unless a student does not utilize and develop his own potentials, he cannot be an effective performer. He must actualise himself his abilities and roles. He should act in a particular, efficient and intensively enjoyable manner and derive a sense of worthwhile accomplishment and self-satisfaction from doing a job efficiently. He should be a somewhat extraordinary person who is having feelings of self-esteem and self-identity and at the same time maintains and survives the tendencies towards actualisation of his potentials. For the' maintenance and survival of these tendencies, teacher should have high degree of motivation as it influences what the individual learns as well as how rapidly and how much to actualise.

The needs fulfillment itself is a comprehensive process and gratification of the needs at lower level enhances or widens the scope of needs at higher level. Maslow (1954) has proposed a detailed arrangement of human needs. He suggests that human needs arrange themselves in a hierarchy from most basic requirements to the need of self-actualisation.

Maslow's Need Hierarchy

Maslow acknowledged a multiplicity of need system rather than postulating just one source of motivation. He delineated five basic classes or categories of needs, which he defined as physiological; safety; love, esteem, and self-actualisation needs. Maslow believed that this need hierarchy moves vertically upward where physiological need is the lowest and self-actualisation is the highest need in hierarchy. He rightly explained that a person is able to display more individuality, humanness and psychological health as he goes up in the hierarchy. According to this formulation the level that commands the individual attention and efforts is ordinarily the lowest one, with their gratification, however the individual is free to devote time and energy to meeting needs on higher level.

Need Hierarchy Fulfillment Illustration

Maslow believes that reasonable fulfillment of lower needs is necessary for achieving the stage of self-actualisation (highest stage). Failure to gratify the need results in a related form of dysfunction or disturbance (Arken & Garske, 1977).

Self-Actualisation: The Concept

Self-actualisation is the highest stage of the Maslow's hierarchy of needs. It has been described of as the desire to become everything that one is capable of being. The person who has achieved this highest level is capable of using fully, and exploiting his talents, capacities and potentialities. A person can self-actualise by doing whatever work he can do best. A painter can actualise himself by painting, a musician by creating, innovating a 'raga' and a teacher by really 'teaching'. Maslow (1962) has' defined self-actualisation as the ability of a person to act in a particular efficient and intrusively enjoyable manner and also a stage where a person is more integrated and less split. A self-actualised person is characterized by being able to use his own unique capabilities, lead a positively healthy, highly evolved, nature and more enriched life. Shostrom (1973) defined self-actualisation as "an ongoing powers of growth towards experiencing over potential in terms of creative expression, interpersonal effectiveness and fulfillment in living". A person motivated by self-actualisation derives

a sense of worthwhile accomplishment and self-satisfaction from being in his own working position. Self-actualisation refers to achieving one's highest potential of development. Kurt Goldstein describes self-actualisation as the process of achieving higher levels of function of satisfaction. To him it "meant developing one's potential to the maximum possible." In order to analyze the concept of self-actualisation in detail it would be better to discuss the views of some prominent psychologist, regarding self-actualisation.

Maslow's Views

The advocacy of a tendency towards self-actualisation, in perhaps, its most highly articulated form may be found in the writings of Abraham H. Maslow (1956). In his proposed hierarchy of needs, he placed self-actualisation on highest level. Maslow's concept of motive and needs got more recognition when there were controversies regarding the concepts of self-concepts, self-esteem and self-realization etc.

Maslow believes that needs at one level must be at least partially satisfied before those at the next level become important determiners of action. When food and safety are difficult to ensure, the satisfaction of those needs will dominate a persons' actions and the higher motives will have little significance. Only when the satisfaction of the basic needs is easy, will the individual have the time and energy for aesthetic and intellectual interests. Artistic and scientific endeavors do not flourish in societies where people must struggle for food, shelter and safety.

Characteristics of the Self-actualising Person

The detailed analysis of the self-actualising persons has been extensively presented by Maslow (1954). Although self-actualisation exists in highest needs of an individual but its explanation that who are the self-actualised is not simple. Maslow has give fifteen characteristics to be found in a self-actualised individual.

(1) More efficient Perception of Reality

It is the ability to perceiving other people correctly and efficiently, to see reality as it is rather than as they wish to be, less emotional and more objectives, such people have comfortable relations. Their desires and hopes do not distress their observation. They are more readily able to detect fake, phony and dishonest motives in others.

(2) Acceptance of Self: Other and Nature

Healthy persons display a sense of respect of self and others. They accept their own nature with all shortcomings, frailties and weaknesses. There is a freedom from overriding guilt, crippling shame, anxiety etc. They have hearty appetites, sleep well and enjoy sexual life without unnecessary inhibition.

(3) Spontaneity, Simplicity, Naturalness

The efforts are not artificially strained. They may be confronting if something protects self and others. They refuse to be hampered by social convention if it interferes with some acts, which is important to them.

(4) Commitment

They are committed to some task, vocation or beloved job. They are not ego centered but rather oriented towards and propel beyond their immediateness and problems to which they are dedicated.

(5) Detachment: Need of Privacy

At time, they want to be aloof. They also remain calm during periods of personal misfortune.

(6) Autonomy: Independence of Cultural and environment

They rely on their own potentialities than the environment. They can do everywhere because they are themselves self-actualised. Self-actualised people are relatively independent of their physical and social environment rather than by filling deficiencies through outside sources. They can take rewards offered by others but are relatively independent of their social stimulation and extrinsic rewards.

(7) Continued Freshness and Appreciation

Self-actualised persons appreciate even most ordinary things. They have a capacity to appreciate repeatedly the good and simple things of life. Their reactions are characterized by awe, wonder, pleasure, ecstasy and freshness.

(8) Mystic Experience and Oceanic feeling

They have intense excitement and high tension as well as those of relation, peacefulness, blissfulness and stillness. Self-actualised persons are not necessarily religious or spiritual in nature. Their acute mystic experiences take them into feeling of pleasure expansiveness and momentary loss of self-consciousness.

(9) Social Interest

Self-actualised persons are sometimes troubled by the shortcomings of human race; they experience deep feeling of kinship with humanity. They have genuine desire to help people. Usually their circle of friendship is small but relationship is very intense. They have feeling of compassion, sympathy and affection for humanity.

(10) Inter-Personal Relations

Self-actualising people have deeper and more profound inter-personal relations than any other adults. They are capable of more fusion, great love, more perfect identification, more obliteration of the ego boundaries than other people would consider possible.

(11) The Democratic Structure Character

All of the self-actualizing people are democratic in the deepest sense of term They not only are friendly with persons from any class, educational status, political beliefs, race or colour but seem largely unaware of these differences. Without displaying undue 'dignity', they seem willing to learn from anyone.

(12) Discrimination between Means and Ends

The self-actualizing people do not believe that end justifies the means. They are scrupulously fair in all their dealings and are consistently honest. They do not desert principles for success not sacrifice friendship for expediency.

(13) Philosophical, Unhostile Sense of Humour

The self-actualizing persons use humour. They are not interested in usually witticism, the topical jokes of the day. Being more than ordinarily reflective, it is the foibles and frailties of mankind, in general, which are humorous to self-actualizing type of persons. Their humour does not poke on other's inferiority, or not cut dirty jokes.

(14) Creativeness

It is the expression of personality which is perceptive, spontaneous, curious and innovative. This is universal characteristic of all the people having self-actualisation.

(15) Resistance at Enculturalism

Self-actualizing people live in harmony with culture while maintaining detachment from it. They like their own decision than population opinion. They remain within limits of conformity with respect to food, clothes, speeches etc. They resist when they feel basic issues are involved.

An Appraisal of Self-actualising People

While dealing with the human personality, no matter how enriched one is, one may likely to discover some flaws. While the self-actualizing people love humanity, they argue with humans. They seek to do good but at times are characterized for their efforts. If one feels intensely in any area of human endeavour he is likely to act in ways, which affect people adversely. Maslow writes that such people, being positive in their views of life, may act in ways, which does not bring harm to their own culture. Sometimes, he makes many enemies. In many cases, his behaviour may be out of situation and be misunderstood. The overall tendency of self-actualizing people towards goal and the world is basically safe and healthy, despite a certain amount of friction, which it may entail. The self-actualising people have a feeling of humanity and one hardly can deny the need for such an attitude in the world of today.

Need for the Study

Why does a scientist spend long hours at work in the laboratory foregoing all other activities and pleasures? A cricket player endures months of net practice in preparation of any championship? A musician devotes all efforts to innovate a raga, a rhythm? Obviously to fulfill its potential and capabilities; to seek peak experiences of happiness and fulfillment; and to satisfy his biological and psychological motives.

A person involved by self-actualisation devises a sense of worthwhile accomplishment and self-satisfaction from being in his own working position. Self-actualisation has been studied among various occupational groups such as managers, supervisor, administrators, counsellors, principals and However, little attempt has been made to study self-actualisation of music students. Therefore, for a music student it is an important factor to be self-actualised i.e. to realize his potential. Music students in India lack a higher level of self-actualisation. The present study aims at investigating the relationship between self-actualisation, intelligence and Socio-economic status.

Objectives of the study

- The investigation was designed to study following objectives:
- To study the levels of self-actualisation of music students.
- To study the effect of intelligence and socio-economic status on the self-actualisation of music students.

Hypotheses

- The study tested the following hypotheses:
- There will be no significant effect of intelligence on the level of self-actualisation of music students.
- There will be no significant effect of socio-economic status of music students on their level of self-actualisation.
- There will be no significant interactional effect of intelligence and socio-economic status of music students on their level of self-actualisation.

Methodology

In order to collect data for the present investigation, descriptive survey method was selected by the investigators.

A random sample of male and female music students studying in colleges of Himachal Pradesh and Uttarakhand was selected for the study. In all 358 students were selected out of which 159 were male and 199 were female students. The selection of sample was done by using random sampling technique.

In order to collect the data mentioned above, the investigators used standardized tools. For assessing self-actualisation, self-actualisation Inventory by Dr. K. N. Sharma was utilized. For intelligence, investigator used Group Mental Ability Test by Jalota (Hindi Version) and for assessing socio-economic status, Socio-Economic Status Scale developed by Dr. Raina was utilised by investigator.

Statistical Techniques

Intelligence and socio-economic status were taken as independent factors whereas self-actualisation was considered to be a dependent factor. Two-way Analysis of Variance design was used for the analysis of data. The socio-economic status and intelligence were classified in their own subgroups in order to investigate degree of significance and interactional effect of groups on self-actualisation. As far as the classification of independent factors was concerned, socio-economic status and intelligence were classified on the basis of scores obtained by the sample. Top 27% cases were considered high both in intelligence and socio-economic status and bottom 27% as having low intelligence and from low socio-economic status. After the classification of independent factors into various subgroups, the scores of self-actualisation for the subgroups were listed and means and standard deviations of scores against the subgroups were calculated.

Analysis of Data: Analysis of Variance Technique

In order to use analysis of variance for the present investigation, the scores obtained on self-actualisation Inventory by low and high intelligent music students from low and high socio-economic status were taken into consideration. Out of total 358 music students, 108 music students were selected in the basis of low and high intelligence and socio-economic status (SES). The distribution of the sample for the analysis is given in Table 1.

Table 1: Distribution of sample for the analysis of variance

	Groups	Intelligence		Total
		Low	High	
S E S	Low	27 G1	27 G3	54
	High	27 G2	27 G4	54
	Total	54	54	108

Legend: G1 Group of low intelligence and low SES pre-service
 G2 Group of low intelligence and high SES pre-service
 G3 Group of high intelligence and low SES pre-service
 G4 Group of high intelligence and high SES pre-service

Table 2: Means and standard deviations of self-actualisation scores for various treatment groups

	Groups	Intelligence	
		Low	High
S E S		Mean = 158.26	Mean= 164.22
	Low	S.D.= 11.13	S.D.=14.60
		(G1)	(G3)
	High	Mean = 160.15	Mean= 174.30
		S.D.= 19.54	S.D. = 18.92
		(G2)	(G4)

Table 3: Summary of Analysis of variance of 2 X 2 Factorial designs

Source of Variation	Sum of Squares	df	Mean Square	F-ratio
Intelligence	2730.1	1	2730.1	10.142**
Socio-economic Status	966.0	1	966.0	3.588*
Interaction (Intelligence X SES	452.3	1	452.3	1.68
Within Group.	27994.9	104	269.18	
Total	32143.3	107		

** Significant at 0.01 level. * Significant at 0.05 level.

Analysis of Variance of the scores on Self-Actualisation of Music Students

The means and standard deviations of the four subgroups of music students are shown in Table 2.

Table 3 shows the summary of analysis of variance on self-actualisation scores. The table values of F for df= 1/104 are 6.85 and 3.92 at 0.01 and 0.05 levels of confidence respectively. It is evident from Table 3 that F-ratio for the main effect of intelligence is significant at 0.01 level. From this it may be inferred that intelligence affects the self-actualisation level of music students. Hence, the null hypothesis stating "There will be no significant effect of intelligence on the level of self-actualisation music students" is rejected. The F-ratio for the main effect of socio-economic status on self-actualisation level was not significant even at 0.05 level. This implies that level of self-actualisation of music students is not influenced by their socio-economic status. Thus, the null hypothesis that "there will be no significant effect of socio-economic status of music students on their level of self-actualisation" is accepted. Table 3 also reveals that F-ratio (1.68) for the interaction of intelligence and socio-economic status was not significant. From this is may be concluded that "there is no significant interactional effect of socio-economic status and intelligence on level of self-actualisation of music students." In order to determine the exact source of variation among various comparison groups, namely G 1, G2, G3 and G4, et' test was used. Table 4 exhibits the summary of the analysis of t' test.

Table 4: Summery table for 't' value for various groups on scores of self-actualisation

Sr.No.	Groups	Means	S.D.	't'-value
1.	G1	158.26	11.13	1.43
	G2	160.15	19.54	
2.	G1	158.26	11.13	1.68
	G3	164.22	14.60	
3.	G1	158.26	11.13	3.79**
	G4	174.13	18.92	
4.	G2	160.15	19.54	0.86
	G3	164.22	14.60	
5.	G2	160.15	19.54	2.70**
	G4	174.30	18.92	
6.	G3	164.22	14.60	2.19*
	G4	174.30	18.92	

** Significant at 0.01 level. * Significant at 0.05 level. df=52

Table 4 shows the means, standard deviations and t' values between various treatment groups of low and high intelligence belonging to low and high socio-economic status (SES). The table

values of 't' for $df = 52$ at 0.01 and 0.05 level of confidence are 2.66 and 2.00 respectively. Hence, from Table 4 it is revealed that:

't' values among the groups G 1-G2 ($t = 1.43$), G1-G3 ($t= 1.68$) and G2-G3 ($t=0.86$) are not significant even at 0.05 level of confidence. Hence it may be inferred that music students belonging to low intelligence-low socio economic status and low intelligence-high socio-economic status (G1-G2), low-intelligence low socio economic status and high intelligence low socio-economic status (G1-G3) and low intelligence high socio-economic status and high intelligence low socio-economic status (G2-G3) do not differ significantly in their level of self-actualisation.

't' values for the groups G 1-G4 ($t = 3.79$) as well as for G2-G4 ($t = 2.70$) were found to be significant at 0.01 level of confidence. Therefore, it may be concluded that the subjects belonging to low intelligence-low socio-economic status differ in their level of self-actualisation from the group of high intelligence high socio-economic status subjects. It is also clear from Table 4, that music students belonging to high intelligence-high socio- economic status show higher level of self-actualisation (Mean = 174.30) than music students with low intelligence-low socio-economic status (Mean = 158.26)

Similarly, music students with low intelligence - high socio-economic status differ significantly in their level of self-actualisation from the group of high intelligence-high socio- economic status. It was found that group of music students with high intelligence - high socio-economic status show higher level of self-actualisation (Mean = 174.30) than the group of music students low intelligence - high socio-economic status (Mean= 160.15)

However, the difference between means of the groups with high intelligence-low socio-economic status and high intelligence-low socio-economic status (i.e. G3-G4) was found significant at 0.05 level of confidence. Table 4 reveals that music students with high intelligence high socio-economic status i.e. (G4) are having high level of self-actualisation (Mean= 174.30) than the group with high intelligence low socio-economic status (Mean= 164.22).

Conclusions

On the basis of the analysis of data following conclusions may be drawn:

Intelligence affects the level of self-actualisation of music students. Higher the level of intelligence higher is the level of self-actualisation.

The level of self-actualisation of music students is not influenced by their socio-economic status.

Interaction of intelligence and socio-economic status has no significant influence on the level of self-actualisation of music students.

Music students of high intelligence and high socio-economic status show higher level of self-actualisation than music students of low intelligence and low socio-economic status.

Music students having high intelligence and high socio-economic status show higher level of self-actualisation than the music students having low intelligence and high socio-economic status.

Music students belonging to high intelligence and high socio-economic status group appear to be having higher level of self-actualisation than the group having high intelligence and low socio-economic status.

Thus it may be seen that intelligence has a significant impact on the self-actualisation level of the music students. This may be due to the fact that high intelligence helps a student in identifying and satisfying higher needs. Intelligent persons are able to discriminate between right and wrong and also are able to mould the environment in order to satisfy their highest needs in life.

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